

Early Years Foundation Stage (EYFS) policy

Leadgate Primary School



Updated by:

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the Statutory Framework for Early Years

3. Structure of the EYFS

Leadgate Primary School's EYFS phase is made up one Nursery class and one Reception class. Our 26-place nursery offers 30 hours provision to all children. There is a Qualified teacher and Teaching Assistant in each class. There is an Early Years Lead Teacher.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2024 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Our children's learning experiences enable them to develop competency and skill across a number of learning areas. The Early Learning Goals form part of the National Curriculum and are in line with the objectives stated in the Primary Framework for Literacy and Mathematics. The children's interests inform planning for both groups and individuals. Our medium-term planning is completed half-termly which identifies the intended learning for children working towards the Early Learning Goals.

At Leadgate Primary School we plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. Indoor spaces are planned so that children can independently access a variety of resources and an appropriate range of activities are provided. The outdoor space is planned to give children opportunities for doing things in different ways on different scales. We use materials and equipment that reflect both the community that the children come from and the wider world. Resources and activities are planned based on children's interests and the half termly topic. Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, both our Nursery and Reception classes have environments that provide continuous provision.

Each learning area has cross-curricular resources, which children can access independently throughout the day. The classroom and outdoor area are also set up with areas of learning, offering continuous provision to build upon and deepen experiences and learning from Nursery.

Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own. Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interest, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions.

Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language.

We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom offers children 'bigger', 'louder' and 'messier' experiences. We therefore aim to offer free flow access to our outdoor learning areas throughout the school day. We ensure that there is a balance between adult led and child-initiated activities across the day. We believe that even during child-initiated activities the adults' role and interaction with the children is essential as this helps to build the children's understanding and so guides new learning. The role of the adult is to continually model, demonstrate and question what the children are doing, either through participation in the children's game or encouraging the children to participate or complete a task with the adult.

The children are taught through a number of different strategies that are both Early Years based as well as direct teaching and other more investigative project-based learning approaches. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Leadgate Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

At the start of the academic year, staff complete an observation of each individual child. They use this along with other informal observations to assess if each child is meeting their individual development milestones. Children who are identified as not meeting their milestones participate in interventions targeted to their individual need for the duration of the term. Their progress is tracked and reviewed in further observations at the start of the following term, where staff reassess their knowledge and skills against their development milestones. This has been put in place to quickly identify children who would benefit from an additional level of support to give them the best chance of achieving their full potential during the Early Years of their education.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The parent consultations and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. When Parents/carers and practitioners work together in nursery and reception, the results have a positive impact on the child's development.

A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by outlining how the EYFS is being delivered to Parents/carers during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home and how they can access more information. We operate an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and also to view children's work.

At the beginning of the academic year, children's work is collated in a class floor book and special moments are shared with parents using Class Dojo. As we move into the spring term, each child has their own work book where their work is collated and shared with parents at regular intervals across the year. We also provide frequent updates on the school website using our class pages. We actively encourage and celebrate learning observations, that have been completed at home, to be shared by parents / carers using Class Dojo.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open-door policy

- Maintaining an on-going dialogue
- Meeting with parents regularly to discuss progress
- Inviting parents to share learning, developments and achievements from home using Class Dojo.
- Inviting parents to accompany staff on school trips.
- Hosting Stay and Play sessions where parents are invited to spend time with their child in class
- Inviting parents to workshops to demonstrate phonics / maths and how they can support their child's learning at home

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Katy Nesom – Early Years Lead, every year.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy