Early Years Foundation Stage (EYFS) Policy

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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.

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2026.

Structure of the EYFS

At Madginford Primary School, we have three classes of Reception age children within the EYFS: two classes have a full-time teacher and one class has two part-time teachers, all of whom are supported by a team of Teaching Assistants.

To ensure best practice and continuity, all our foundation stage classes work closely together and share planning, activities, and a wide and varied learning environment consisting of different zones of learning, both inside and outside.

Children are given the opportunity to start school in the September following their fourth birthday; after home visits, they attend school on a part time basis for the first week and then attend full-time after that.

Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

Planning

At Madginford Primary School, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected, which is considered carefully in any planning.

The teachers plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff acquire knowledge of children's individual starting points and focus strongly on the 3 prime areas, building engaging activities of other areas around these as a basis.

Teachers also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. 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, ensuring there is thought towards the EYFS principles and Characteristics of Effective Learning.

Teachers use a skills based progression map to allow small steps to be taken and foundations for learning to be embedded. There are planned opportunities to introduce, rehearse, embed and extend skills.

Teaching

Learning is delivered mainly through a play-based approach with a balance of adult led (Target Time) and child-initiated activities (SPLASH). Throughout the foundation stage our long, medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area, at the appropriate developmental level.

Our long-term planning (skill-based progression) ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELGs) that define the expectations for children to reach by the end of the EYFS.

We follow a half termly topic based approach, which allows flexibility to ensure that both the needs and interests of the children can be taken into account.

Play

Learning through play underpins our approach to teaching and learning in the EYFS. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world.

Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise 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 interests, 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, facilitating, teaching and extending play, skills and language through the use probing and challenging questions.

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.

Assessment

At Madginford Primary School, ongoing assessment is an integral part of learning and development processes. Staff regularly 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.

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

During the academic year (Autumn, Spring and Summer terms) staff make informed holistic judgements as to whether children are on track to meet the ELGs. Children who are not, are identified and interventions are put in place to allow them to make accelerated progress. All data is recorded on Insight and shared with the SLT.

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), to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of the academic year.

During the academic year, parents/carers and staff add to Tapestry journals, in which 'wow' moments are recorded for individual children. These **'wow'** moments are for achievements both during the school day and at home with parents/carers.

Parents evenings, throughout the year, also provide opportunity for staff to discuss the development of individual children with their parents/carers.

Parents and/or carers liaise with staff via Class Dojo for daily communication, arranging face to face discussions when appropriate/needed.

Each child is assigned a class and class teacher whom helps to ensure that the child's learning and care is tailored to meet their needs. The teacher supports parents and/or carers in guiding their child's development at home. The teacher also helps families to engage with more specialist support, if appropriate.

At the end of the school year, teachers provide a written report for parents and/or carers on their child's progress from their individual starting points and on their achievements against the ELGs. Parents and/or carers are given opportunities to discuss this written report with the teacher.

Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety: For children aged 3 and over, we comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We have at least 1 person with a current paediatric first aid (PFA) certificate present whilst children are eating and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by following a PSHE school scheme (Jigsaw) and having regular circle times to discuss such things, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

Monitoring arrangements

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.

There are named Governors with responsibility for the EYFS. They will discuss EYFS practice with the practitioners regularly and provide feedback to the whole Governing Body, raising any issues that require discussion.

The Headteacher, Head of School, SENCO and subject coordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Key issues and concerns are raised and recorded with key stage manager on a regular basis as part of supervision meetings.

This policy will be reviewed and approved by the EYFS Lead every year in order to reflect changes planned and made for the current cohort.

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

_____	_____	_____
(Signature)	(Role)	(Date)

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 first aid, accidents and medication policy
Administering medicines policy	See first aid, accidents and medication policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See health and safety 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