



## Early Years Foundation Stage Policy

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### 1. Aims

This policy aims to ensure:

- 1.1. That children access a broad and balanced curriculum that gives them the wide range of knowledge and enables children to know more and remember more. (SDP Objective 1 2025/26)
- 1.2. Quality and consistency in teaching and learning so that every child makes good progress from their starting points with a focus on writing. (SDP Objectives 2 2025/26)
- 1.3. A close working partnership between staff and parents/carers. (SDP Objective 4 2025/26)

- 1.4. Every child is included and supported through equality of opportunity and anti-discriminatory practice. (SDP Objectives 1, 2 and 3 2025/26)

## **2. Legislation**

- 2.1. This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage Statutory framework for group and school based providers (EYFS) that applies from September 2025.
- 2.2. This document also complies with our funding agreement and articles of association.

## **3. Structure of the EYFS**

- 3.1. The school can offer fulltime education for a maximum of 60 children in the reception year stage.

## **4. Curriculum**

- 4.1. Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025.
- 4.2. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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.
- 4.3. The prime areas are:
  - Communication and language
  - Physical development
  - Personal, social and emotional development
- 4.4. The prime areas are strengthened and applied through 4 specific areas:
  - Literacy
  - Mathematics
  - Understanding the world
  - Expressive arts and design

### **4.5. Planning**

- 4.5.1. Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with children in the foundation stage, are expected to focus strongly on the 3 prime areas.
- 4.5.2. Staff also take into account 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.
- 4.5.3. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

#### **4.6. Teaching**

- 4.6.1. 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.
- 4.6.2. 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**

- 5.1. At Little Paxton 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/carers. We use dojo as a tool to record key moments of learning. In keeping with the new Statutory Framework, we use the system to log and focus on recording areas of learning which are significant to the child. Areas of concern are noted, boundaries to learning are considered, with reflections upon actions that have been tried. Progress is monitored based upon the development appropriate for the child. We use a child centred approach, ensuring that all children make progress from their starting points.
- 5.2. Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).
- 5.3. 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')
- 5.4. The profile reflects ongoing observations, and discussions with parents/carers. The results of the profile are shared with parents/carers for their child.
- 5.5. 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/carers**

- 6.1. We recognise that children learn and develop well when there is a strong partnership between staff and parents/carers. We seek to build an effective, open and supportive relationship with parents/carers. Parents/carers are encouraged to discuss any issues, whether they may seem trivial or not. We recognise that concerns which may seem trivial may not in fact turn out to be significant. Families are encouraged to contact us via Dojo, email to the office, or speak to us in person at drop off and collection times.
- 6.2. Parents/carers are kept up to date with their child's progress and development. The Reception Baseline (RBA) and half-termly assessments helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities. Termly

parents' evenings ensure that parents/carers are formally kept up to date. We recognise that some parents/carers are less well represented than others in our Early Years setting. These include parents who live apart from their children, and working parents/carers. This may mean that different strategies are needed for involving them and that consultation is necessary to find out what works best. If we have concerns about a child we contact parents/carers to arrange a discussion about the best way forward. Dojo ensures that parents/carers are kept informed of their children's general learning. In keeping with the new Statutory Framework, we use the system to log key areas of learning which are significant to the child. Dojo is a two way process. Parents/carers are able to use the system to inform us of any key things outside of school. This contributes to their progress. Termly newsletters are posted onto our website.

- 6.3. Typically 1 Teacher works in each Early Years classroom with a shared Learning Support assistant (LSA). All adults in the setting spend time getting to know the children. The teacher focuses on the children in their class but we work collaboratively as a whole setting to ensure the learning of the children is consistent between the two classes with the teacher adapting for each child in their class. All adults in each class have a strong knowledge of the child's learning and their needs. They are responsible for evidencing the work of their children.

## **7. Safeguarding and welfare procedures**

- 7.1. We promote good oral health, as well as good health in general, in the early years by
  - As part of Personal, Social and Emotional Development, children begin to learn about healthy eating at Early Years. They get to learn about different food groups, eating a balanced diet, and work to develop a healthy relationship with food from an early age.
  - The importance of brushing your teeth.
  - The importance of exercise.
- 7.2. Our safeguarding and welfare procedures are outlined in our safeguarding policy. Early Years has a risk assessment.

## **8. Monitoring arrangements**

- 8.1. This policy will be reviewed and approved by the Phase Leader responsible for EYFS in the school every two of years.
- 8.2. At every review, the policy will be shared with the governing body.

## **9. Equality Review**

- 9.1. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.
- 9.2. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## 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	Safeguarding and Child Protection Policy EYFS Risk Assessment
Procedure for responding to illness	See health and safety policy
Administering medicines policy	Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	Safeguarding and Child Protection Policy
Procedure for dealing with concerns and complaints	Communication Flow Chart and Complaints Policy