





Early Years Foundation Stage (EYFS)
(Learning and Growing Together)

Date ratified by Governing Body	1st March 2024
Review Cycle	Every 2 years, or when there is a change in statutory guidance or legislation.
Review Date	March 2026
Signed Headteacher	
Signed COG	



1. **Aims.** This policy aims to ensure:
 - a. 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.
 - b. Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind.
 - c. A close working partnership between staff and parents and / or carers.
 - d. 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 the Early Years Foundation Stage \(EYFS\)](#) for 2023.
3. **Structure of the EYFS.** Our EYFS policy covers Reception (Year R) at Merriott and Haselbury Plucknett Primary Schools.
4. **Curriculum.**
 - a. Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.
 - b. 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.
 - c. The prime areas are:
 - i) Communication and language.
 - ii) Physical development.
 - iii) Personal, social and emotional development.
 - d. The prime areas are strengthened and applied through 4 specific areas:
 - i) Literacy.
 - ii) Mathematics.
 - iii) Understanding the world.
 - iv) Expressive arts and design.
 - e. **Planning.** 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 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. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

- f. **Teaching.** 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.**

- a. At Merriott and Haselbury Plucknett Primary Schools, 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.
- b. Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).
- c. 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:
 - i) Meeting expected levels of development.
 - ii) Not yet reaching expected levels ('emerging').
- d. 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.
- e. 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.**

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

7. **Safeguarding and welfare procedures.**

- a. 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.

- b. We promote good oral health, as well as good health in general, in the early years by talking to children about
 - i) The effects of eating too many sweet things.
 - ii) The importance of brushing your teeth.
- c. We comply with infant class size legislation and have at least 1 teacher per 30 pupils.
- d. We have always at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available when children are present, including on outings. This PFA certificate is renewed every 3 years as required
- e. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. **Monitoring arrangements.** This policy will be reviewed and approved by the EYFS lead every 2 years. At every review, the policy will be shared with the governing board.

9. **List of statutory policies and procedures for the EYFS**

<u>Statutory policy or procedure for the EYFS</u>	<u>Where can it be found?</u>
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	Available from the school office on request.
Procedure for checking the identity of visitors	Available from the school office on request.
Procedures for a parent failing to collect a child and for missing children	Available from the school office on request.
Procedure for dealing with concerns and complaints	See complaints policy