



"Who you are is God's gift to you. Who you become is your gift to God."

Reepham Church of England Primary School

EYFS Policy

The Early Years Foundation Stage (EYFS) refers to the time from birth to the age of five. This early development and learning stage is a distinct phase in each child's education and should provide an essential and firm foundation for their future school life.

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential!"

Early Years Foundation Stage Statutory Framework, Department for Education (DfE)

INTENT

We follow the statutory framework and guidance detailed in the EYFS using our extensive experience we observe, plan and teach children in early years.

We provide a broad and balanced Early Years curriculum:

- based on first hand experiences and purposeful interactions;
- through 'in the moment planning' opportunities and carefully planned adult or child-initiated activities;
- whilst having a regard for the skills and attitudes the Key Stage One curriculum will demand.

We aim to:

- make the child's first experience of school happy, positive and fun.
- to foster a love of learning and develop enquiring minds through promoting
- to instil the Characteristics of Effective Learning such as independence, resilience and confidence
- to promote emotional well-being
- to build positive relationships and work in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn



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- to make sure every child and family know that they are known, loved and belong.

2. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- 1) Childcare Act 2006
- 2) Safeguarding Vulnerable Groups Act 2006
- 3) Equality Act 2010
- 4) UK General Data Protection Regulation (UK GDPR)
- 5) Data Protection Act 2018
- 6) DE (2024) 'Early years foundation stage statutory framework'
- 7) DfE (2024) 'Early years foundation stage profile: 2024 handbook'
- 8) DfE (Revised 2023) 'Development Matters'
- 9) DE (2024) 'Keeping children safe in education 2024'
- 10) DfE (2023) Working Together to Safeguard Children'

3. Structure of EYFS

In our school we have one EYFS class, this is a Reception aged class. The school’s Planned Admission Number (PAN) is 30.

4. Curriculum

Learning and development

In partnership with parents, the school promotes the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYS settings.



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These are split into two important and interconnected sections - prime and specific. The seven areas have 17 subheadings that make up the Early Learning Goals, assessed at the end of Reception for the EYFS Profile.

The 'prime' areas of learning and development are:

- Communication and Language
 - Listening, attention and understanding
 - Speaking
- Physical development
 - Gross Motor skills
 - Fine Motor skills
- Personal, social and emotional development
 - Self-regulation
 - Managing self
 - Building relationships

The 'specific' areas of learning and development are

- Literacy:
 - Comprehension
 - Word reading
 - Writing
- Mathematics:
 - Numbers
 - Numerical patterns
- Understanding the world:
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design:
 - Creating with materials
 - Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring - children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning - children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.



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- Creating and thinking critically - children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

5. Assessment

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.

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:

- 11) Meeting expected levels of development
- 12) 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.

EYFS profile data is submitted to the local authority.

6. Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners 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. Provision in EYFS is key to planning and staff use continuous provision (Common Play Behaviours) and enhancements to provision to engage, inspire and challenge children. 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.



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In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Staff use the school's EYFS curriculum documentation and children's interests to create a meaningful learning experience for the children.

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7. Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Every Child is Known: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Every Child is Loved: Children learn to be strong and independent through positive relationships.

Every Child Belongs: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

Children benefit from a strong partnership between the school and parents.

8. The learning environment and outdoor spaces

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.



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Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

9. Safeguarding and Welfare

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The DSL is Amy Jackson (Headteacher). The Deputy DSLs are Nicola Rawlings (Deputy Headteacher) and Gill Kalchev (SENDCo).

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Our safeguarding and welfare procedures are outlined in our Child Protection & Safeguarding Policy.

10. Health and Safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

Accidents and injuries will be recorded on Arbor, which generates a notification detailing any accident or injury to parents.

The EYFS team will report any accident or injury involving a child to their parents on the day it occurs if past the cut off time for the generated email.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The parents will fill in a form detailing how and when this should be taken.

Any food or drink provided to children is healthy, balanced and nutritious.

Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.



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Smoking or vaping is not permitted on the school premises.

The school has a Fire Evacuation Policy in place.

11. Working with Parents

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to two Parents' Consultations throughout the academic year; however, the school has an 'open-door policy' and parents are welcome to contact the school via email or telephone during the school day.

Parents are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

Parents can access their child's learning journal with observations of their child on Seesaw. Parents are also encouraged to contribute to their child's learning journal on Seesaw and share home learning.

Parents are invited to a Phonics workshop in September and February. We also have many 'Stay and Play' Sessions throughout the year linking to the current topic.

IMPACT

- We aim for all children in Reception reach the ELG by the end of Summer.
- Children develop the characteristics of effective learning which helps them throughout the rest of school.
- Children develop the ability to manage risks.
- Children enjoy being independent in managing themselves and their learning.
- Parents are happy with their child's progress.
- Parents feel part of the school community.
- Everyone is included.
- Children have high levels of wellbeing and involvement.
- All children are known, loved and belong to our Reepham Family.

Monitoring Arrangements

This policy was approved January 2026.

This policy will be reviewed January 2028.