

Spaxton CofE Primary School

'Together we flourish and achieve'



EYFS Policy

LINKS: See Appendix 1 (page 6)

DATE: January 2024

Last reviewed: 10th February 2025 (no changes)

POSTHOLDER RESPONSIBLE: Lesley Ball

MONITORED BY: Local Governance Committee

DATE RATIFIED BY GOVERNORS: March 2025

AUDIENCE: Staff, parents, pupils

REVIEW DATE: March 2026

Approved on behalf of School:

(Headteacher)

Approved on behalf of LGC:

(Chair of Governors)

Blue text to be removed

Red to be added

Summary of Changes

Version	Section	Description of Changes
January 2024	All	Baseline Document
January 2026	All	<ul style="list-style-type: none">• Addition of characteristics of effective teaching and learning• Planning – rewording of final paragraph• Safeguarding and welfare – addition of information PFA being with children when eating.• Addition of hand-washing, self-care and healthy food choices.

Contents

1. Aims.....	4
2. Legislation	4
3. Structure of the EYFS	4
4. Curriculum.....	4
5. Assessment	5
6. Working with parents	6
7. Safeguarding and welfare procedures.....	6
8. Monitoring arrangements.....	7
Appendix 1. List of statutory policies and procedures for the EYFS	8

EYFS Policy

'Together we flourish and achieve'

Inspired by: I Corinthians Ch 13 Vs 4-8

Those who belong to our school: protect, trust, have hope, persevere, show courage and respect.

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 the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

At Spaxton CofE Primary School, our EYFS provision is provided to children in our Reception class. These children are taught in a mixed Reception, Year 1 and Year 2 class. This class is known as Starling Class.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 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

Children are supported to make progress in the prime and specific area specified above considering the three Characteristics of Effective teaching and Learning (COEL) as outlined in the EYFS Statutory Framework. These are:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

4.1 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.

Within planning and implementing activities staff consider the diverse ways children learn and intentionally adapt and weave those approaches into the planned activities.

4.2 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

At Spaxton CofE 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.

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 staff and parents and/or carers.

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

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

7. 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:

- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group,

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

We have members of staff on site who hold a current paediatric first aid (PFA) certificate, including our Reception class teacher and our dinner supervisor, ensuring that a qualified first aider is present to supervise children eating during snack and meal times. A PFA-certified member of staff is available at all times when children are present, including during outings. All PFA certificates are renewed every three years in line with requirements.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The importance of hand washing and self-care
- What healthy food choices look like

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

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

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

8. Monitoring arrangements

This policy will be reviewed and approved by Rachel Rood (Headteacher) every 2 years.

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

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