



Early Years Foundation Stage (EYFS) Policy

Date of policy: September 2022

Date of review: September 2025
(or earlier if required)

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.” Statutory framework for the early year’s foundation stage, Department for Education 2021

Statement of Intent

The Early Years Foundation Stage (EYFS) 2021 set the standards that all early year’s providers must meet to ensure that children learn and develop well. The EYFS promotes teaching and learning to ensure children gain the board range of knowledge and skills to access the Year 1 curriculum and the next stages of their learning.

The EYFS seeks to provide:

- **Quality and consistency** in all early year’s settings, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity and anti-discriminatory** practice, ensuring that every child is included and supported.

(Department for Education, March 2017)

School Motto, Vision and Values

We encourage all children ‘to be the best they can be’.

Our school, as part of the Christian community, will value and nurture each individual. We aim to ensure children reach their full potential – building resilience and gaining the knowledge and experience to become compassionate and respectful global citizens. Children will be encouraged to lead a healthy lifestyle, become confident in their abilities and talents and be given opportunity to be inquisitive through an ambitious curriculum.

Our children will be:

1. Respectful
2. Resilient
3. Inquisitive
4. Ambitious
5. Healthy
6. Compassionate
7. Global Citizens

EYFS Vision Statement

In the EYFS, the staff will work together to ensure that each individual child experiences a high-quality education.

We aim to for the children to be:

- Happy, safe and secure in themselves
- Develop a love of learning and be inquisitive
- Develop independence and take informed risks
- Confident and resilient
- Develop positive relationships and be respectful towards others
- Healthy

Implementation

The Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. This framework defines what we teach.

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.

The **three prime areas** are:

Communication and Language	Speaking Listening and understanding
Personal, Social and Emotional Development	Self-regulation Managing Self Building relationships
Physical Development	Fine motor Gross motor

The prime areas are strengthened and applied through the further **four areas** which are referred to as the specific areas.

Literacy	Word reading Comprehension Writing
Mathematics	Numbers Numerical patterns
Understanding the World	Past and Present People, culture and communities
Expressive arts and design	Creating with materials Being imaginative and expressive

We enrich the Early Years Framework with our focused termly topics set out in the school's 4-year rolling program of study.

Learning through play underpins our approach to teaching and learning in the foundation stage. We plan a range of activities to reflect children's interests and intended learning outcome.

Characteristics of Effective Learning

The EYFS also includes the 'Characteristics of Effective Learning' which help practitioners identify a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are:

- **Playing and Exploring** – children investigate and experience things and 'have a go'.

- **Active Learning** – children concentrate and keep trying if they encounter difficulties, they enjoy achievements.
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Forest School

The philosophy of Forest School is to encourage and inspire individuals through positive outdoor learning experiences.

Forest School will aim to develop:

- Children’s abilities to build positive relationships
- Self-awareness
- Good social communication skills
- Independence

Forest School sessions take place on a weekly basis throughout the year until they reach the end of Reception. Forest School sessions are led by a qualified Forest School leader and supported by a teaching assistant.

Teaching

We ensure there is a balance of child-initiated learning through continuous provision and adult-led activities throughout the school day. The interaction between the adult and child is essential, and time is spent with children at activities. Staff respond to each child’s emerging needs and interests, guiding their development through 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.

There are set routines that we follow each day. There are designated times when the children come together to be taught literacy, mathematics, phonics, story and topic work. Whole class reading and story time are important parts of the day. We want our children to develop a lifelong love of reading. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary.

We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within continuous provision. Once a week the children are encouraged to choose a story book from our class library to share at home. They also visit the school non-fiction library each week.

Planning

The Early Years Foundation Stage Curriculum provides the basis for planning in our reception class. The teacher plans for a mixed class of Reception and Year 1 children so follows the termly topics set out in the school curriculum.

Staff plan activities and experiences for children that enable children to develop and learn effectively. The teacher completes long-term plans, medium-term plans (knowledge organisers for separate subjects/units), short-term plans (lesson planning) and continuous provision plans to ensure that provision includes the different learning areas and that they are cross-curricular. On a weekly basis, adult-led activities are planned by the teacher and delivered in small groups by the teacher or teaching assistant. In planning and guiding children’s activities, staff reflect on the different ways that children learn and include these in their practice.

We also consider the individual needs, interests, and stage of development of each child in our care, and use this information to plan an engaging, 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.

Assessment

At Trinity CofE Primary School, ongoing formative assessment and summative assessment is an integral part of the learning and development processes. Children are monitored throughout the year, tracking their learning development and progress.

Children's learning is recorded throughout the year through:

- Notes from previous settings/taster days
- Recorded observations on tapestry
- Photographs and videos
- Worked completed in books
- Ongoing formative assessment
- Anecdotal evidence
- Comments made by parents/carers
- Summative assessment

Assessment cycle

- Reception Baseline assessment (**RBA**) within the first 6 weeks that a child **starts reception**
- Termly assessments -end of Autumn, end of Spring Term
- Summer term (June) the Early Years Foundation profile is completed

Completing the EYFS profile

In the Summer Term, the children are assessed against the 17 Early Learning Goals (**Appendix 1**), indicating whether they are:

- Meeting expected levels of development ('expected')
- 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 EYFSP provides parents and new class teacher with a clear picture of the child's progress against the expected levels and their readiness for Year 1. If a child's progress in any prime areas gives cause for concern, the class teacher will discuss this with the child's parents/carers and agree how to support the 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.

The school has also developed End-Goals to help ensure children are prepared for the next stages of their learning in each subject of the Year 1 curriculum.

Parent Partnership

We believe that education is a shared responsibility between school and home. We recognise the role that parents have to play and their future role in the education of their children. Parents/carers are kept up to date with their child's progress and development.

Our involvement of parents includes:

- Induction process from the Spring Term before the children begin school
- A parents/carers Induction meeting, held in the Summer Term before the children start school, which involves an opportunity to meet the headteacher and class teacher, and a tour of Class 1
- Formal parents' evenings, two/three times per year
- Letters and Sounds/Reading parents meeting in Autumn term

- Whole school Relationship and Sex Education parents meeting
- Parents to complete admissions/ induction forms and medical forms
- Open-door policy to enable parents to come and speak with class teacher, should they have any concerns
- Links book for parents to communicate with the teacher
- School-Home communication through letters, Week Ahead and website
- Informed of child's progress through online learning journey via the 'Tapestry' on-line journal
- Informed of children's overall attainment and progress with an End-of-Year Report
- Parents are invited to a range of school events, inc. sports day, special lunches, special celebrations and Christmas performances, etc

Intimate Care

The school has developed a separate policy in relation to Intimate Care which is available from the school office upon request.

The school will liaise with parents/carers should there be the need to develop and implement an Intimate Care Plan in EYFS.

Medical Needs

The school has developed a separate document in relation to Medical Needs which is available from the school's website or the school office upon request.

The school will liaise with parents/carers should there be the need to develop and implement a Medical Needs Plan in EYFS.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Personal Support Plans (PSPs) identify 'smart' targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy and Information Report. The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Safeguarding and Welfare procedure

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.

The EYFS Leader is Deputy Safeguarding Lead in School.

The rest of our safeguarding and welfare procedures are outlined in our Safeguarding Policy and Child Protection policy

Monitoring arrangements

This policy will be reviewed and approved by Curriculum Committee every three years.

At every review, the policy will be shared with Trinity CofE Primary School Governing Board.

The Early Learning Goals

1.7 *The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.*

1.8 *The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.*

1.9 *Instead, the ELGs should support teachers⁸ to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.*

1.10 *When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.*

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;

- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

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