



Poverest
Primary School

EARLY YEARS FOUNDATION STAGE POLICY

This Policy was approved by Governors in:	December 2025
This Policy was shared with staff in:	December 2025
Implementation of this Policy will be monitored by:	SLT
Monitoring will take place at regular intervals	
The Policy will be reviewed regularly.	
Policy Review Date:	July 2025
Date of next Review:	July 2026

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.
- Close partnership working between staff and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

CURRICULUM

Our EYFS curriculum is guided by the statutory **Early Years Foundation Stage Framework (2023)** and the **Development Matters (2021)** guidance.

The EYFS sets out four overarching principles:

1. **A Unique Child** – every child is a unique individual who is constantly learning.
2. **Positive Relationships** – children learn to be strong and independent through secure relationships.
3. **Enabling Environments** – the environment plays a key role in supporting and extending children's learning and development.
4. **Learning and Development** – children develop and learn in different ways and at different rates.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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 of learning and development are:

- Communication and language
- Physical development
- Personal, social and emotional development

The 'Specific' areas of learning and development are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Early Learning Goals are used to support teachers to make holistic, best fit judgements about a child's development and their readiness for Year 1. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

PLANNING

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff 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. See school website for more information

<https://www.poverestprimaryschool.com/>

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. They act as facilitators of learning — observing, modelling, questioning, and extending children's thinking.

Opportunities for **language development, early reading, writing, and mathematics** are embedded across all areas of provision.

Our curriculum also emphasises the **Characteristics of Effective Teaching and Learning**:

- Playing and Exploring (engagement)
- Active Learning (motivation)
- Creating and Thinking Critically (thinking)

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.

ASSESSMENT

At Poverest, 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).

In June (at the end of EYFS), staff complete the EYFS Profile for each child. Children 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 upon request.

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 has a key person (usually the class teacher) who ensures 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 and helps families to engage with more specialist support, if appropriate.

We build strong, respectful partnerships through:

- Induction sessions before the children start at Poverest
- Regular communication and updates via Class Dojo as well as face to face
- Regular parent workshops and events
- Inviting parents to come and watch lessons, read with children and take part in other activities with their children at school

- Shared learning journeys and parent contributions

TRANSITION

Ensuring smooth transitions both into and out of the EYFS is a priority for us and we do this in the following ways:

- **Into Reception:** Nursery visits and induction sessions
- **Into Year 1:** Joint planning, visits to Year 1 classrooms, and sharing of assessment information to ensure continuity of learning and care.

INCLUSION AND EQUAL OPPORTUNITIES

We provide an inclusive environment that meets the needs of all children, including those with SEND, EAL, or additional vulnerabilities. Early identification and targeted support ensure that every child can access the curriculum and achieve success.

We celebrate diversity and promote respect for others through stories, celebrations, and experiences that reflect a range of cultures, communities, and beliefs.

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 comply with infant class size legislation and have at least 1 teacher per 30 pupils.
- 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 promote good oral health, as well as good health in general, in the early years by talking to children about:

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

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

MONITORING ARRANGEMENTS

This policy will be reviewed and approved by the EYFS lead, SLT and Governors every year. At every review, the policy will be shared with the governing board.

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