



*Let all that you do be done in love.*

**1Corinthians 16:14**

# Early Years Foundation Stage (EYFS) policy

<b>Approved by:</b>	Full Governors	<b>Date:</b> Feb 2023
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## 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## 3. Structure of the EYFS

At GHF children start in Foundation 2 in the September of the academic year they will turn 5. All children are offered a full time place from September but the school will work with parents of younger children if they require a part time place up until the academic term they turn 5 years old.

## 4. Curriculum

At Gonerby Hill Foot we have developed our own bespoke curriculum underpinned by the guidance in the 2021 EYFS statutory framework.

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 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

#### 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.

#### 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.

Children are taught phonics and early reading through our approved scheme Little Wandle, they are given daily opportunities to develop their writing alongside lots of activities to develop fine motor skills. Children are also taught maths in small groups which is embedded through play based activities.

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 Gonerby Hill Foot, 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.

Teachers, supported by all adults in the setting, support 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. Parents are encouraged to attend a variety of events to support them with their child's learning, including curriculum evenings, phonics events and chance to share days. Staff are always happy to speak to parents regarding their child's learning either quickly after school, once all other children are dismissed or via appointment which can be made through the school office. The school also uses class dojo for non urgent communication.

## **7. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years through our curriculum to ensure children understand

- 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 safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by SLT every 2 of years.

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