

Early Years Foundation Stage Policy

What is it? Why do we do it?

The Early Years Foundation Stage (EYFS) policy ensures that we build on children's previous experience and learning and work in partnership with parents/carers and other concerned parties.

What do we aim to achieve for the children?

- A smooth transition into school
- A broad and balanced curriculum that provides all children with 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 all EYFS staff and EYFS families
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

How do we do it?

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS)

Staggered entry

To ensure a smooth transition into school we operate a staggered entry programme. This enables parents, carers and children to become familiar with the school and staff before full time attendance. The staggered entry programme is as follows:

- Early in the summer term before children start in the EYFS, parents/carers are invited to a welcome meeting with the Headteacher and EYFS team.
- During the summer term EYFS staff visit children in their nursery or pre-school settings.
- Later in the summer term children are invited to attend a stay and play session with their family.
- Home visits happen in the first week of autumn term 1.
- Children are divided into two groups for staggered entry.
- Each group attends school for half day sessions before starting full days.
- At the end of the staggered entry period, most children are expected to stay for full days, although this should be discussed with the class teacher.

Parental/Carer Involvement

We recognise the importance of forming a strong partnership with parents/carers and families and are **always** pleased to discuss any matter affecting their child. We have an 'open door' policy for all families to come into the classrooms at the end of the school day and we also offer informal termly sessions for parents to come into the classroom and share in their child's learning.

Parents/carers are kept up to date with their child's progress and development through regular review meetings with the class teacher. In term one there is a parents/carers evening to discuss how each child has settled into school, then there are a further three meetings to review each child's focus week. This helps to provide parents/carers with a well-rounded picture of their child's well-being, knowledge, understanding and progress.

Status: APPROVED

Version: 2.3

Date Approved: 8th May 2025

Curriculum content

We follow the curriculum as outlined in the 2021 EYFS Statutory Framework, with a broad and balanced curriculum giving every child the opportunity to learn through exploration, experimentation, observation and discovery. Purposeful play is at the centre of all learning in the Early Years Foundation Stage and children have the opportunity to be involved in choosing, creating and changing their play environment. We provide a curriculum that has a balance of adult led and child-initiated activities, both indoors and outdoors. We follow an 'in the moment planning' (Ephgrave, 2018) approach to enable staff to spend extended periods of time interacting with the children and finding authentic and meaningful teachable moments.

Assessment

The 2021 EYFS Statutory Framework states that "Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork." All EYFS staff are continually observing and assessing all children through their quality interactions with children in their play. This formative assessment feeds into the ongoing planning cycle. In addition to this, each child has three focus weeks per year where EYFS staff document the child's Learning Journey through noting their initial observation, the teaching that took place in that moment and the outcome. The Learning Journey is supported by photographs and videos using the Evidence Me app, which parents/carers are also able to contribute to.

The EYFS staff complete attainment on entry data for all areas of learning at the end of autumn term 1 and data is also collated at the end of spring term 3. All children are assessed against the 17 Early Learning Goals (the EYFS Profile) at the end of the EYFS, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels

The profile is moderated internally and in partnership with other local schools to ensure consistency of judgement. EYFS Profile data is submitted to the Local Authority.

Reporting to parents/carers

Parents/carers are invited to a consultation with their child's class teacher in autumn term 1. They then receive a copy of their child's Learning Journey and the supporting photographs and videos on Evidence Me at the end of each of their child's three focus weeks and are then invited to discuss their child's progress with the class teacher. At the end of the EYFS year a formal report is sent home in the form of a commentary on the Characteristics of Effective Learning. Parents/carers also receive all of their child's photographs and videos that have been uploaded to Evidence Me at the end of the academic year.

Transition to Year 1

The transition to year one begins in spring term 4 when Year 1 teachers visit the EYFS classes and the EYFS children visit the Year 1 classes for story time. This process carries on throughout summer terms 5 and 6 to allow the children to become familiar with their new classrooms and teachers. The EYFS cohort moves into Year 1 classes based on their gross EYFS Profile score and their Characteristics of Effective Learning. All children in Year 1 will continue to be taught using the Early Years Foundation Stage curriculum during autumn terms 1 and 2 as appropriate.

References:

Department for Education (2021) Statutory Framework for the Early Years Foundation Stage

Ephgrave, A. (2018) Planning in the Moment with Young Children: A Practical Guide for Early Years Practitioners and Parents

Due regard was taken by carrying out an EqlA to consider the impact on protected groups. However, the impact of the proposal was positive (or at least neutral) for all.	Tick required: ✓	Date: 2.5.25
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