



Early Years Foundation Stage (EYFS) policy 2024



'Putting children first'

Contents

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

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
- Close partnership working between practitioners and with 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 \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

At Oldfield, we cater for Nursery and Reception aged children within our EYFS/Y1 classroom.

Eligible parents will be able to access their funded entitlement hours. We offer 30 hour places and some 15.

4. Curriculum

Our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education and develop the whole child.

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

These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. In order to do this, practitioners 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, practitioners reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children.

Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early years foundation stage, key group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils.

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. Practitioners 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 their next stage of education.

5. Assessment

At Oldfield, 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. Practitioners also take into account observations shared by parents and/or carers. This is all completed in learning journey book. All practitioners are expected to show an understanding of what the pupils know and can do and what their next steps in learning are.

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 or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

The profile is moderated internally (referring to the Development Matters [guidance](#) and our own in school curriculum documents) 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 practitioners and parents and/or carers. We work with them at all times and involve them in their child's learning journey.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

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

We also teach E-safety across our EYFS in age appropriate ways.

8. Reading and Phonics:

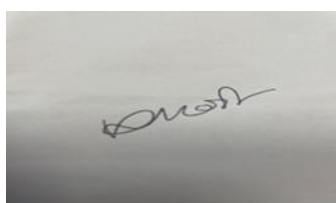
Language is essential to our EYFS teaching. Vocabulary is taught throughout the setting and the adults model correct standard English to our children. As children enter Nursery, they begin to follow the 'Foundations for Phonics' using our program 'Little Wandle' This prepares children to really tune in to sounds around them before they begin their formal phonic letter sound teaching. In reception onward, a structured synthetic approach is used. Again this is 'Little Wandle' and follows a set teaching pattern. Children are given a book to match their phonic stage. This is kept for several reads to ensure fluency. To develop vocab further, we read daily poems with our children and books with more complex vocabulary to further their lexical abilities.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

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 (website)
Procedure for responding to illness	See Health and Safety policy (available on request from the office)
Administering medicines policy	See Supporting pupils with medical conditions policy (available on request from the office)
Emergency evacuation procedure	See Emergency Response Plan (available on request from the office)
Procedure for checking the identity of visitors	See Child Protection and Safeguarding policy (website)
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding policy (website)
Procedure for dealing with concerns and complaints	See Complaints policy (website)

To be reviewed September 2025



Chair of Governors 23.4.24