



FOXBOROUGH PRIMARY SCHOOL

EYFS POLICY

Policy confirmed by the Local Committee of
Foxborough Primary School

Date Ratified: January 2025

Signed:

A handwritten signature in grey ink, appearing to read 'GK', is placed over the printed name Gillian Knight.

Chair of Governors: Gillian Knight

Review Date: January 2026

Contents

1. Aims	2
2. Legislation	2
3. Structure of the EYFS	2
4. Curriculum	3
5. Assessment.....	4
6. Working with parents.....	5
7. Safeguarding and welfare procedures.....	4
8. Monitoring arrangements	4

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 revised 2024 statutory framework for the Early Year Foundation Stage – [EYFS Statutory framework](#)

3. Structure of the EYFS

At Foxborough Primary School EYFS comprises of Nursery and Reception; we are a one form entry school. We offer 3 hours nursery care per day, which occurs in one or two sessions, depending on the cohort (NB afternoon nursery 14 hours per week), and full time Reception. Our EYFS is a free flow environment with a shared outdoor area.

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active or be quiet. The environments are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classes have their own enclosed outdoor area. The outdoor areas mirror the learning that is going on inside but offers opportunities for doing things in different ways and on different scales

than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant.

4. Curriculum

Our early years setting follows the curriculum as outlined in the updated 2024 statutory framework for the EYFS.

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, 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 or utilising our specialist staff such as our Speech and Language HTLA.

In planning and guiding children's activities, practitioners 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. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

5. Assessment

Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts Reception. This is a national expectation. All pupils joining Reception complete the RBA. We use information from this early assessment to plan to meet our children's needs.

At Foxborough Primary, 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/carers via Tapestry or verbally. Tapestry is the online programme we use to communicate with parents.

In the final term of the year 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 ('expected')
- Not yet reaching expected levels ('emerging')

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

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers. Parents/carers are kept up to date with their child's progress and development through pupil's on-line journal called 'Tapestry', two parents' evenings or day time meetings per year and an end of year report. 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.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Foxborough Primary Local Committee (LC) every year.

At every review, the policy will be shared with the governing board.