

# Early Years Foundation Stage (EYFS) policy

## Smallwood CE Primary Academy



|                     |                    |                      |
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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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

This document also complies with our funding agreement and articles of association.

### 3. Structure of the EYFS

At Smallwood, we have one class of Reception/F2 children with a PAN of 25. Our admissions are managed through Cheshire East.

In this class, there is one fully qualified teacher and one member of support staff.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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.

The planning within the Foundation Stage allows the children to explore the school's key themes from our curriculum overview. The weekly plans take on these themes and are also supported by the observations carried out of the children from the previous week. This enables children's interests, achievements and next steps to be addressed. We teach carefully planned themes throughout the year to ensure every child is given a variety of different stimuli. The themes are also supported by the child's interests; this helps to keep the children engaged and allows them to take ownership of their learning. We offer the children a broad and balanced curriculum which follows The Early Years Foundation Stage Profile. This is delivered using the 'Development Matters' and 'Early Years Outcomes' documents. This enables FS2 teachers to incorporate the seven areas of learning and development into a stimulating, creative, cross curricular approach, ensuring breadth.

## 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.

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.

At Smallwood, we recognise the learning environment plays a key role in supporting and extending the children's development. The reception classroom, which incorporate the indoor and outdoor areas is well organised to allow children to explore and learn securely and safely. There are areas where the children can be active and can be quiet. The environments are set up into learning areas where children can find and locate resources and equipment independently. Our learning environments operate a free flow system whereby the children can choose which area of the environment they would like to explore. This is around the adult led activities that take place throughout the day at various times.

## 5. Assessment

At Smallwood, 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. We work with our parents closely as consider them as partners in ensuring continuity with children's learning.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher is the Keyworker for all children who helps to ensure that their learning and care is tailored to meet their needs. The teacher and support staff 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.

## 7. Safeguarding and welfare procedures

Please refer to our Child Protection and Safeguarding Policy

We promote good oral health, as well as good health in general, in the early years by

- 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 the Headteacher every two 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                                |
| Intimate Care                                                               | See Intimate Care Policy                             |