

# Early Years Foundation Stage (EYFS) policy



Manor Field Infant and Nursery School  
Aslacton Primary School



Approved by:	South Norfolk LGB	Date: 22.1.25
Last reviewed on:	22.1.25	
Next review due by:	Spring Term 2027	

# Contents

1. Aims .....	2
2. Legislation.....	2
3. Structure of the EYFS .....	2
4. Curriculum .....	3
5. Assessment .....	4
6. Working with parents .....	4
7. Safeguarding and welfare procedures.....	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
- 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 \(EYFS\)](#) for 2023.

## 3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) covers the period from birth to the end of the Reception year. At Manor Field Infants we aim to teach our Reception children in a dedicated Reception classroom which is set up for the provision of the EYFS curriculum (this is dependent on cohort intake), we also aim to have a dedicated Nursery provision. See also Nursery Admissions Policy for details regarding hours available and our charging policy.

At Aslacton, Reception are taught as part of a mixed EYFS/KS1 class and have a dedicated EYFS provision area and are taught the EYFS curriculum alongside the KS1 provision.

### ENTRY INTO NURSERY AND/OR RECEPTION

Once a child has been offered a place and the place been accepted; parents are invited to a meeting in the summer term prior to starting. This meeting outlines important information and transition arrangements, including dates that parents and children can visit school, prior to taking up their place. For children entering Reception, time will be allocated, where possible to visit the child in their current setting. In both Nursery and Reception, children will initially attend part time (dates and times organised by each individual school) in order to assist with settling in.

When a child begins Nursery or Reception, the expectation is that all children will attend all allocated sessions for Nursery and full days for Reception. In exceptional circumstances, following discussions with

the Headteacher/SENDCo/ and external agencies such as the Local Authority Inclusion team and advice from previous settings, it may be deemed appropriate for a child to have a reduced timetable.

## 4. Curriculum

We strive to develop a curriculum, which constantly challenges the children's minds and builds enthusiastic learners. We have chosen to deliver the EYFS curriculum as suggested by the Department of Education as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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 curriculum that we provide underpins all future learning. The curriculum is based on children learning through play and exploration and expert interaction with the EYFS staff, to develop needs and skills.

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

Staff in the EYFS prepare a relevant and well-planned curriculum, which allows children to engage in planned activities but also allows them to initiate or plan their own activities by:

- Providing a well-organised learning environment, which allows children to have rich stimulating experiences.
- Ensuring that all children feel secure and involved, so that no child is excluded or disadvantaged.
- Building on what children already know and can do.
- Working in collaboration with parents and carers.
- Knowing that children develop rapidly during the early years, physically, intellectually, emotionally and socially.
- Believing that play is the key way in which children learn.

### LEARNING ENVIRONMENT

The importance we attach to an exciting, stimulating learning environment, both indoors and outdoors is reflective of the ethos of our school and the aims and values. A stimulating learning environment includes,

- Opportunities for creative exploration and expression
- Opportunities for investigation, experimentation and discovery
- A mix of small group focused activities, individual and whole class learning
- A combination of independent, child-led, cooperative and adult supported learning
- Well organised areas with working wall displays and accessible resources to develop independence

#### 4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with our Nursery 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 experiences. 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 positive interactions.

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 our schools, ongoing assessment is an integral part of 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 National Reception Baseline Assessment (RBA). This data is submitted to the DfE.

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.

Observation and assessment also takes into account the Characteristics of effective learning.

- Playing and Exploring – How children learn
- Active Learning – How motivated they are to further their own learning
- Creating and thinking critically – How children develop their thinking skills to build on what they already know.

The profile is moderated internally (referring to the Development Matters [guidance](#)) to ensure consistent assessment judgements. Pupil Progress meetings within school take the form of moderation in line with KS1 and 2 across our schools. EYFS profile data is submitted to the local authority at the end of the academic year.

## 6. Working with parents and carers

We recognise that children learn and develop well when there's 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. Records of learning observations, parents evenings and the final EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher is responsible for ensuring that learning is tailored to meet the child's needs. They supports parents and/or carers in guiding their child's development at home and help families to engage with more specialist support, if appropriate. Class teachers work closely with the school's SENDCo and leadership team.

## 7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming and stimulating environment where children are able to enjoy learning and can grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over we have at least 1 member of staff for every 13 children
- We comply with infant class size legislation and have at least 1 teacher per 30 pupils
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

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

- 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 school's safeguarding policy.