

Early Years Foundation Stage (EYFS) Policy

This policy was reviewed by the Governing Body in April 2024

This policy was approved by the Governing Body in May 2025

This policy will be reviewed by May 2026

(unless any changes are necessary prior to this date)

BELONGING | BELIEVING |
ACHIEVING

“You are the light of the world” **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
- A strong focus on early reading equips the children to access the curriculum throughout primary and secondary education, and beyond
- 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 [Early Years Statutory Framework \(DfE\)](#) This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Year Group	Number of Pupils
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Our Early Years Unit has capacity for up to 40 children, this includes a maximum of 30 Reception pupils. The number of Nursery places available will be dependent on the number of Reception pupils, but the school has a minimum of 10 full-time places OR 20 part-time places, or a combination of these.	
N1	All new children will be offered a part-time place until a full-time place becomes available
N2	All children will continue to be offered the full or part-time place they had in N1. Full-time places will first be offered to N2 children if they become available.
Reception	Maximum of 23 full-time children

4. Curriculum

Our early years setting follows the curriculum as outlined in the [Early Years Statutory Framework \(DfE\)](#).

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

Children in Nursery and Reception also have weekly RE (Religious Education) lessons.

4.1 Planning

Termly topics, in the form of Big Questions, are planned for Nursery and Reception Class. Annual curriculum goals are planned according to the specific learning needs within the cohort. Staff plan activities and experiences 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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice alongside 'Characteristics of Effective Learning in the Early Years':

Playing and Exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go' **Active**

learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do **Creating**

and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

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 year 1.

5. Assessment

At St Matthew's School, 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. Observations are recorded using Tapestry (an online journal (Early Years Profile) that allows Early Years learning to be recorded, monitored and assessed)

and in a paper Early Years Profile folder in class. Parents / carers can also add observations and contribute to the Early Years profile on Tapestry out of school.

In the Autumn Term a short report commenting on prime and specific areas is sent to parents, with targets for the following term. In the summer term a detailed report, commenting on all areas with targets, is shared with the parents. These progress check highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS (Reception Class), staff complete the EYFS profile for each child. Pupils are assessed against the Early Learning Goals (ELG), indicating whether they are either:

- meeting the level of development expected at the end of the EYFS (expected) or
- not yet reaching this level (emerging)

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. Parents (and/or carers) and their child will meet with a member of SLT before starting in Early Years. An induction meeting will also be held with the parents before the child starts school.

Parents and/or carers are kept up to date with their child's progress and development. 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.

The Early Years team ensures that the children's needs and care are tailored to individuals. The team supports parents and/or carers in guiding their child's development at home. The team also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy [on our school website](#).

8. Monitoring arrangements

This policy will be reviewed and approved by the Governing Body every two years unless an update is necessary before this date.

At every review, the policy will be shared with the Governing Body.

Appendix I. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
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Safeguarding policy and procedures	See the school Child protection and Safeguarding Policy
Procedure for responding to illness	See the school Health and Safety Policy and Supporting Pupils with Medical Needs Policy
Administering medicines policy	See the school Supporting Pupils with Medical Needs Policy
Emergency evacuation procedure	See the school Health and Safety Policy and Fire Evacuation Procedures
Procedure for checking the identity of visitors	See the school Child protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See the school Child protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	See the school Complaints Procedure Policy