



Ivegill
C • E S C H O O L

Ivegill CE Primary School

Early Years Foundation Stage (EYFS) policy

Approved by: Matthew Trickett

Date: September 2025

Last reviewed on: July 2025

Next review due by: July 2027

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.

Aims

At Ivegill School, we aim to nurture the wellbeing of each individual child, supporting them to become independent, critical thinkers with an enthusiasm for learning and a curiosity to explore the world around them.

We aim to provide the skills to build secure foundations for children to become lifelong learners through offering provision which ensures high levels of engagement and active learning through a well balanced curriculum, within a safe learning environment.

We strive to meet every child's entitlement to develop a love of learning that will enable them to be happy, resilient and successful.

This policy aims to ensure:

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- 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
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.
- To support children in building relationships through the development of social skills such as cooperation and sharing

Structure of the EYFS

EYFS in Ivegill CE Primary school consists of Reception children whom are taught as part of a mixed age class. The children spend the morning with Year 1 and then the afternoon is exclusively for EYFS children.

EYFS follows the same school day as the rest of the school and interact with the older children throughout the day e.g. lunchtimes and assemblies.

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

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Early Years team plan activities with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;

- Playing and Exploring – children investigate and experience things, and 'have a go'
- Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff 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.

Teaching

The four guiding principles shape the teaching in the early years.

These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- the importance of learning and development; Children develop and learn at different rates.

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.

Assessment

At Ivegill 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. To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual online Tapestry Portfolio. We are very proud of our portfolios: these are photos, videos and observations which create a detailed picture of the child. Where appropriate, we include individual next steps for children's learning. These next steps inform planning for the next day and week ahead.

Staff also take into account information 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.

Working with parents

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

A cohesive and effective induction process is vital to this success. We are aware that most parents will be part of the school for the next seven years and want them to get to know their child's peers and their families at this time. In the summer term we hold a parents induction evening to explain the Early Years Framework and how the setting runs. All information is shared with parents and there is the opportunity for a Q and A. There is the opportunity for the children to attend induction sessions at the school, alongside all other children who will be starting and their parents during the summer term.

Towards the end of the summer term, a questionnaire is sent out to parents of children starting Ivegill in September. These are returned to school before we arrange parent interviews to find out as much about the children as possible.

Over the first few days at the school we encourage parents and carers to stay for as long as they wish in the classroom to ensure the transition to the school goes smoothly.

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.

A parents evening is held in the Autumn Term and Summer term to discuss how the children have settled in as well as their next steps in their learning.

Safeguarding and welfare procedures

We understand that we are legally required to comply with the welfare requirements as stated in section three of the Statutory Framework for EYFS (2021) and have regard to the 'Keeping Children

Safe in Education', 'Working Together to Safeguard Children' statutory guidance and the 'Prevent duty guidance for England and Wales'.

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 are a healthy school and our children receive their daily free fruit and milk entitlement. At Snack time the children are encouraged to select and organise their own snack. Fresh drinking water is also available and accessible at all times during the day. Children are offered free school meals, but they are also welcome to bring their own packed lunch if preferred.

We also promote good oral health, as well as good health in general, in the early years 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 safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by the headteacher every 2 years or sooner should guidance change.

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 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 policy
Procedures for a parent failing to collect a child and for missing children	See child protection policy
Procedure for dealing with concerns and complaints	See complaints policy