



Early Years Foundation Stage (EYFS) Policy **2024-2025**

Approved by:	ESE Committee	Date: 30 th January 2025
Ratified by:	FGB	Date: 6 th February 2025
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***'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.'* 1 Corinthians 16:13-14**

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School Vision:

Our school is a fantastic place to learn, play and work and our Christian vision statement, taken from St Paul's letter to the Corinthians, reminds us to 'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.'

Our children fulfil their potential through a broad and balanced curriculum alongside enrichment activities which nurture their social, emotional, moral and spiritual needs. Our 5 values (kindness, courage, respect, friendship and responsibility) underpin the way we live, work and learn and we are always looking for ways to help others and interact with the community.

1. Aims

This policy aims to ensure:

That children access a broad and balanced Early Years Foundation Stage curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life, enabling them to develop socially, emotionally, physically and intellectually.

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.

A secure environment is provided where all children have the right to feel safe and happy.

A stimulating environment is provided where learning is experiential and fun.

Encouragement is given to all children to become independent autonomous lifelong learners.

The smooth transfer from home to foundation stage and foundation stage to key stage 1.

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

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

3. Structure of the EYFS

Brimscombe CE Foundation Stage department provides high quality childcare and education for children from 3 years to 5 years.

Children can start at 3 years and continue until they reach the end of the Reception year (Foundation Stage 2) if parents/carers wish. Alternatively, children may attend Brimscombe Pre-school before going to a Reception Class in a different school setting or may come into Brimscombe CE Primary School Reception Class from an alternative pre-school setting.

Children across our EYFS department have access to our purpose-built learning areas for 3, 4 and 5-year-olds with both indoor and outdoor learning areas tailored to the needs of the children.

We have two EYFS classes and the staff work closely together to plan, resource monitor and assess the individual needs of the children in our care. Staff across both classes communicate daily and all staff across our EYFS department get to know all of the children in both of our classes.

Ladybirds

We admit children from age 3 to our Preschool using the 15 hours of Government funding. We also accept applications from those who are eligible for 30 hours of childcare. Children are entitled to attend full time 5 days a week starting at 8.45am and finishing at 3pm. The sessions attended over the funded 15 hours are charged at £13.50 a session.

Morning session: 8.45am - 12 noon

Afternoon Session: 12 noon - 3pm

Robins

This is our class for our Reception (4 and 5-year-old) and Year 1 (5 and 6-year-old) children. Though this is a mixed class, the reception children are taught reading, writing and maths separately from the Year 1. They also have access to high quality continuous provision both indoor and outdoor at all times throughout the day.

4. Curriculum

At Brimscombe, our early years provision follows the curriculum as outlined in the latest EYFS statutory framework. The Early Years curriculum is concerned with the child and the context in which learning takes place as well as the content of learning. Activities in our setting are multi-purpose, encouraging the development of skills across all curriculum areas. Children are involved in a range of first-hand experiences leading to the acquisition of knowledge, skills and concepts. Being curious and inquisitive and having a real wish to succeed are characteristics that are fostered within our setting, and concentration and perseverance encouraged. A balance between physical and quieter activities, and between challenging new experiences and secure familiar ones, are provided.

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 Learning through Play

Through play our children explore and develop learning experiences which help them to make sense of the world. For young children purposeful play is an essential and rich part of the learning process. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. The early years' curriculum is generally delivered through structured play where the learning has been clearly identified. Play offers the chance to explore, discover and create imaginary situations. It develops confidence, concentration, perseverance, problem solving skills, social skills, and self-esteem. Play encourages autonomous behavior, the ability to make choices and provides opportunities to explore new and challenging situations.

4.2 Planning

Planning within the EYFS at Brimscombe is based around termly themes and picture books and is delivered through a creative and experiential Curriculum, though we also plan in the moment. Alterations to planning are made on an ongoing basis in response to observations and assessment of the children's needs and interests.

Planning at Brimscombe is split into 3 complementary strands:

- 1. Long Term Plans** – these detail the objectives and topics that will be covered throughout the year, subject to change depending on children's interests.
- 2. Medium term plans**- each topic is broken down into weeks and objectives are spread across the term ensuring coverage.
- 3. Short Term Plans** – these include the intended learning outcomes for the next day or week and planned activities.

We also have a skills progression map which maps out all skills across the EYFS to ensure appropriate coverage throughout the year. Planning is flexible to reflect the children's needs and interests and plans are evaluated daily and weekly to inform future planning.

Our staff plan activities and experiences for children that enable them to develop and learn effectively as individual learners. They ask themselves 'where is this child in relation to a key area and where do they need to go next?' In order to do this, staff working with our youngest children are expected to focus strongly on the 3 prime areas. A record of the work planned for our children is available on our online portal and its coverage recorded. Parents receive a termly coverage map, detailing the work and opportunities planned to take place.

Staff always consider 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 and in the opportunities and resources that we provide.

Active learning occurs when children are motivated and interested. Children also need to have independence and control over their learning. As children develop their confidence, they learn to make decisions and it provides children with a sense of satisfaction as they take ownership of their learning. When planning learning sequences, we consider whether there is an appropriate balance of creative play, exploration, discovery and guided support. In both Ladybirds and Robins, we organize the day to provide a balance between the following:

- Child initiated Activities: children make choices from within the learning environment to meet his/her outcome for learning. Adults mostly observe this learning but can also play alongside to enhance or challenge learning through effective questioning.
- Adult Initiated Activities: practitioners provide the resources to stimulate and consolidate learning.
- Adult Led Activities: children engage in planned activities to meet specific learning outcomes.

The proportion of adult directed activities and child initiated will vary from age group-to-age group, from child-to-child and day-to-day.

Children in our Reception class are involved in all aspects of school life, taking part in whole school worship, school concerts and events. When appropriate the children in Ladybirds can join as well. Pre-school and Reception children in our setting share morning playtimes together and have regular opportunities to learn and play together. During lunchtime play, the preschoolers remain in their indoor and outdoor space whilst the Reception children join the rest of the school on the main playground.

4.3 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 individual child's emerging needs and interests, guiding their development through modelled learning behaviours, warm, positive interaction and effective questioning.

Children are provided with opportunities to have free flow access to both indoor and outdoor learning environments to develop their own ideas and learning. During this time, they initiate their own activities and resources and staff extend and stimulate this play to broaden the learning experiences.

The daily routines in both Ladybirds and Robins provide opportunities to teach and practise social skills in short, focused sessions. The routine also offers opportunities for small group work where activities are initiated and led by an adult. The staff work towards using the whole environment indoors and outdoors to cover the curriculum, so children can experiment, investigate, interact, socialise and develop individually.

At Brimscombe we feel passionate about teaching and learning outdoors. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of our curriculum can be explored outside. We also have regular 'Welly Wednesday' outdoor learning sessions in our forest school area that can be accessed by the whole school.

As children grow older, and as their development allows, the balance gradually shifts towards more indoor adult-led activities to help children prepare for more formal learning. Though this timescale is always individual to the learner.

5. Assessment

At Brimscombe, 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 work together to observe and communicate regularly so that between them they

can really know each individual child. Staff also take into account observations shared by parents and/or carers.

Observations are recorded in a variety of ways and regular assessment is carried out in line with the school's assessment policy. Learning Journeys are produced for every child on 'SeeSaw'. These are used to inform and assist with planning and to provide evidence for judgements when completing Ready to Learn documents in Preschool (x3 per year in Sept/Jan/April) and assessing the children for their Early Years Foundation Stage Profiles. For our Reception children we use Insight to record, termly, whether they are on track or working towards the early learning goals.

EYFS Team meetings as well as verbal transition meetings towards the end of the year, allow for regular opportunities for staff to discuss where children are in their learning and where they need to go next (across both Pre-school and our reception class).

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 from all adults involved with the child, 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 upon request.

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 and so parents are encouraged to be involved in their child's education from the beginning. Both our Preschool Lead and EYFS teachers are on the gate each morning to welcome children and have open communication with parents.

Parents are actively involved in our induction scheme and receive a Prospectus, Starting School booklet/All About Me booklet and a Home to School agreement form, regular school newsletters and invitations to Friends of Brimscombe School events in the term prior to starting with us.

We recognise the important role parents play in educating the children by:

Preschool

Inviting parents and pre-school children to visit as often as they like prior to entry is very important. Staff are in contact with parents and their child prior to joining. Having an open-door policy. Staff are available to communicate with parents on the gate at both drop off and collection time.

See-Saw is used for parents to share home learning experiences and Wow moments and this is actively encouraged.

Reception

Arranging home visits to get to know children within the home setting and from the parent's perspective.

Inviting all parents to an induction meeting during the term before their child starts Reception.

Encouraging parents to attend parent's evenings in the first term to discuss how their child has settled and their progress.

Providing parents with a written report on their child's attainment and progress at the end of each school year. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Inviting parents to attend open afternoons and whole school events such as fundraisers or sports day.

Encouraging parents to share their children's school achievements by inviting them to our weekly celebration worship.

Sharing our approach to reading. Inviting parents to a curriculum meeting where a topic is explained e.g. phonics, early writing.

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, safe and stimulating environment where children are able to enjoy learning and 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:

Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children

Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

[For reception classes in maintained schools and academies:]

We comply with infant class size legislation and have at least 1 teacher per 30 pupils

[For mixed classes in maintained schools and academies:]

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 talking to children about:

Maintaining a healthy balanced diet

Providing healthy snack and free school milk (or available to buy after their 5th birthday)

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 child protection and safeguarding policy.

8. Special Educational Needs and Disabilities

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.

Children with Special Educational Needs or Disabilities may be identified when they first enter Foundation Stage or at any time after, as appropriate. They will be integrated and included as the other children and given extra support as necessary.

Each child identified as having SEND will have an Individual Education Plan (My Plan), and staff working with that child will be aware of their targets, recording developments regularly.

The school SENCo and/or Parent Support Advisor will support the child and parents in getting extra help from outside agencies as appropriate.

9. Monitoring arrangements

This policy will be reviewed and approved by Samantha Muskett EYFS Lead and or Nicola Brown (Head teacher) every 2 years.

At every review, the policy will be shared and approved by the governing board.

Governor's Role in Monitoring and Evaluating Teaching and Learning

As part of monitoring the implementation of the curriculum, it is the Governors role to quality assure the judgements made by school leaders about the quality of teaching and learning by determining how school leaders are:

- ✓ Maintaining an oversight of teaching and learning to ensure that teachers have expert knowledge of the subjects they are teaching.
- ✓ Monitoring strengths and weaknesses in curriculum intent, implementation and impact.
- ✓ Making sure quality effective teaching is accessible to all learners.

Signed: N Brown (Headteacher) Dated: 6.2.25

Signed: [Signature] (Chair of Governors) Dated: 6.2.25

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Attendance & procedures for Children in Missing Education	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