

Early Years Foundation Stage Policy (EYFS)

Mission Statement

At Gilbert Colvin Primary School we believe that we can achieve an ever- increasing potential by meeting challenges head on, working together, valuing our diversity and giving generously of ourselves.

As a result we will become lifelong learners fully prepared for an exciting future.



As A Rights Respecting school this Policy supports the following articles:

29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

31: You have the right to play and rest.

School Policy Review

Date of Review: September 2025

Date of next Review: September 2027

Approved by the Governing Body/Committee: 6th November 2025

Policy Statement for Early Years Foundation Stage

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
- close partnership working between EYFS staff and with parents and carers
- that every child is included and supported through equality of opportunity and anti discriminatory practice.

This policy works alongside the other relevant school policies (Appendix 1).

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

Our Nursery setting offers part-time morning and afternoon places (15 hours funding per week) and full-time places (30 hours of funding per week). The setting can accommodate up to 39 children per morning session. Our Reception setting comprises of 2 Reception classes with up to 30 children in each class.

3.1 Nursery children enter Nursery from the age of 3. Children attend for 3 or 6 hours per day, 8.45am-11.45pm, 12.15pm-3.15pm or 8.45am-3.15pm. There are 3 members of staff in the Nursery, 1 teacher, 1 nursery nurse and 1 learning support assistant.

3.2 Reception Children enter Reception in the academic year they turn 5 years old and attend daily 6 hours 25 minutes, 8.45am – 3.10pm. Up to 30 children attend in each class and each Reception class is staffed by 1 teacher plus additional LSAs (learning support assistants) as needed.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

Mathematics follows the Mastering Number/Mathematics Mastery approach in Reception and activities are developed and adapted to meet the needs of the children in line with the school's Mathematics Policy and Calculation Policy.

Phonics is taught using the Read, Write, Inc. scheme of work in Nursery Summer term and throughout the Reception year.

4.1 Planning

Staff plan activities and experiences for children using the 2021 Development Matters curriculum. These activities enable the children to develop and learn effectively through a variety of topics spread across the three terms. In order to do this effectively, EYFS staff focus strongly on the 3 prime areas in the autumn term before moving onto the specific areas in the spring and summer terms.

Staff consider the individual needs, interests and stage of development of each child in their care and use this information to plan individual activities for each child. These planned activities focus on the specific learning needs of each child and allow pupils to work at their own stage of development. Activities are challenging and are an enjoyable experience for pupils and can take place either inside or outside of the setting i.e. the edible playground. In planning and guiding children's activities, EYFS staff reflect on the different ways that children learn best and include these in their practice.

Where a child has a special educational need or disability, we follow the principles of the SEND Code of Practice (2015). This includes early identification, close collaboration with parents and carers, and working with external professionals to ensure appropriate support and reasonable adjustments are in place. Our planning is inclusive and tailored to meet the needs of all learners, enabling every child to make progress from their individual starting points.

At the end of the summer term, Nursery staff carefully plan and teach activities which will support the children's transition into Reception and share these plans with Reception colleagues. At the end of the summer term, Reception staff carefully plan and teach activities which will support the children's transition into Year 1 and share these plans with Year 1 colleagues. All pupils, particularly those with SEND, are supported to access the learning environment before starting full-time. This includes an initial meeting with the class teacher, opportunities to explore the setting through stay & play sessions, and a short settling-in period at the start of term.

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. EYFS staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are taught a daily maths and phonics/literacy based session, which is differentiated to ensure pupils' learning needs are met. Other areas of the curriculum are taught throughout the week in either small groups or as a whole class. Staff teach individuals based on their learning target.

Teaching opportunities can take place in the setting or in the main school including the playground, field and edible playground. Teaching may also take place outside of the school grounds, such as in the local area or on school trips.

5. Assessment

At Gilbert Colvin Primary School, ongoing assessment is an integral part of the learning and development processes. At the beginning of the autumn term, staff create a baseline assessment for each pupil using the Statutory Baseline assessment (RBA), assessments from prior settings, information from parents and carers and their own observations to establish starting points. From this baseline assessment, pupil targets are set and future planning is informed. EYFS staff also take into account pupils' interests and learning styles. Formative assessments are made daily and teachers use this information to inform their planning. Summative assessments are made 3 times a year against the Development Matters age and stages. All assessments are put onto the school's assessment programme (Insight). At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- not yet reaching expected levels ('emerging')
- meeting expected levels of development ('expected')

The profile reflects ongoing observations and discussions with parents and carers. The results of the profile are then shared with parents and carers.

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 is a strong partnership between EYFS staff and parents and carers.

Parents and carers are kept up to date with their child's progress and development through three formal parents' evenings. Parents and carers are invited to make an appointment with their key person at any point during the school year to discuss any concerns they may have.

The EYFS profile and end of year report helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. However, the class teacher takes overall responsibility for all children in each class.

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:
 - We have at least 1 member of staff for every 13 children in our Nursery
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

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 general health and wellbeing, through our curriculum and daily routines. This includes:

- Talking to children about healthy food choices and the effects of eating too many sugary snacks and drinks
- Teaching the importance of regular toothbrushing and visits to the dentist
- Sharing oral health information with parents and carers through newsletters and workshops

We do not currently run a supervised toothbrushing programme, but we follow Public Health England guidance to ensure our approach is evidence-based and developmentally appropriate.

All EYFS staff receive safeguarding training in line with the latest Keeping Children Safe in Education (KCSIE) guidance. This includes induction training, regular updates, and annual refreshers. The Designated Safeguarding Lead (DSL) oversees safeguarding across the EYFS provision and ensures that all staff understand their responsibilities in identifying and responding to concerns. Safeguarding procedures are consistent with the whole-school approach and are detailed in the school's Child Protection and Safeguarding Policy.

The rest of our safeguarding and welfare procedures are outlined in our school's Child Protection and Safeguarding Policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Governing Body every two years or earlier if required.

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 Safeguarding and Child Protection Policy on the school website
Procedure for responding to illness	See Health and Safety Policy (also informed by HSC Guidance on Infection Control in Schools)
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	See Safeguarding and Child Protection Policy on the school website
Procedure for checking the identity of visitors	See Safeguarding and Child Protection Policy on the school website
Procedures for a parent failing to collect a child and for missing children	See Safeguarding and Child Protection Policy on the school website
Procedure for dealing with concerns and complaints	See Complaints Policy on the school website