



Early Years Foundation Stage (EYFS) policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Achievement
Policy Ratified:	October 2024
Review Date:	October 2027

Additional School Procedure	
Committee:	
Procedure Adopted:	
Review Date:	

Note to Heads:

This policy only applies to schools that have pupils in the Early Years (Reception and Pre-school/nursery). Paragraph 2 and 5 in section 5 describe the guiding principle of assessment in EYFS. Sections 6 and 7 require a school specific details regarding your approach to curriculum and working with parents.

1. Aims

This policy aims to ensure:

- Children access a broad and balanced curriculum that provides them with the 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 equity 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 \(EYFS\) that applies](#). It should be read alongside the following policies:

- Safeguarding policy and procedures
- Administering medicines policy
- Procedure for dealing with concerns and complaints
- Pupils with SEND
- Admissions Policy

3. Responsibilities

Full Trust Board

- Ensure an appropriate and compliant policy exists and is reviewed on a triennial basis or when statute/guidance changes;
- Ensure that individual schools within the Partnership comply with statutory reporting arrangements in relation to the EYFS.

Local Governing Body

- Hold school leaders to account for implementing the Partnership's policy and ensuring compliance with statutory duties set out in the statutory framework;
- Establish the appropriate staffing and funding arrangements for pupils within the EYFS;
- Consider the appointment of a link Governor for EYFS where this is identified as a priority for improvement with school specific improvement plan;
- Publish information on the school website that sets arrangements for new starters in EYFS, including the right for parents/carers to access fulltime education from the beginning of the academic year.

Headteacher

- Develop the school specific approach to delivery of the EYFS framework through its chosen curriculum whilst ensuring collaboration with the wider Partnership;
- Provide the LGB with a termly update on the EYFS through the school status report
- Ensure compliance and participation with the Partnership's reporting arrangements in relation to assessment;
- Ensure school representation at Partnership moderation and network events;

- Make arrangements for the induction of pupils at the start of EYFS, including through engagement with families and other EYFS settings;
- Work with the Local Authority to place pupils in accordance with the Admissions code and SEND code.

4. Applying the EYFS framework

Partnership schools are required to comply with all aspects of the framework with a particular focus on the requirements for learning and development and for safeguarding children and promoting their welfare.

The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences for children in all early years settings;
- The early learning goals that providers must help children work towards;
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The safeguarding requirements cover the steps that providers must take to keep children safe and promote their welfare. Schools must refer to the Partnership's Safeguarding and Child Protection Policy and Procedures.

Areas of Learning

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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

5. Assessment

Within the first 6 weeks that a child starts reception, staff must administer the Reception Baseline Assessment (RBA). Children can only be dis-applied from this assessment in extremely limited circumstances, for example a profound special need that would prevent participation.

Partnership schools must submit a summative assessment at the end of the autumn and spring terms against the seven areas of learning. These assessments should be informed by professional discussion about the development of each child.

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.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other schools, to ensure consistent assessment judgements.

There is no requirement for teachers to gather burdensome evidence to support their judgements, over and above that which a child would ordinarily produce at school.

6. Our chosen approach to curriculum

At Lilliput Infant School, our curriculum is designed to enable children to learn and build their knowledge, skills and understanding through each Educational Programme and planned experiences towards each aspiration. Aspirations are created based on the Educational Programme, child development, cohort needs and community contexts. The knowledge and skill 'must haves' have been carefully planned and sequenced to allow children to repeat and revisit over the year, although the learning context will vary. In some areas of learning, we have created a tracking system of content delivered: Red=Introduce / Orange=Learn / Green=Know - a building blocks approach for learning retentions in EYFS. Progress will be measured throughout the year by assessing against milestones and using child development knowledge to have professional discussions about which children are or not on track.

7. Our chosen approach to working with parents and/or carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We value the importance of parent involvement and offer sessions such as:

- Welcome to Lilliput / Welcome to Reception parent talks
- Year Group email address for communication
- Maths open evening
- English / phonics open evening
- Website resources
- Curriculum newsletters
- Weekly reminders of key learning and dates
- School performances
- Open afternoons
- Parent evenings
- Reports
- School topics involvement (E.g., jobs / faiths / trips)

Parents and/or carers are kept up to date with their child's progress and development throughout the year. We hold two parents' evenings and send home an end of year school report. The report will consist of a summary of a child's development at school and whether they achieved ELGs. 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 etc

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 and safeguarding policy
Administering medicines policy	See supporting pupils with medical conditions policy
Procedure for dealing with concerns and complaints	See complaints policy
Pupils with SEND	See SEND policy