

Broughton Fields Primary School



Early Years Foundation Stage (EYFS) Policy

November 2023

DATE OF REVIEW: November 2025

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
- 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

2. 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](#).

3. Structure of the EYFS

Pupils start attending full time school in the academic year in which they turn five.

Our Foundation setting is made up of two classes: Chestnut & Caterpillar. Each class has a teacher. We also have nursery nurses working across the two classes. If the needs of the children demand additional teaching assistants may also be present.

Reception class children attend 08:40 -3:00pm five days a week. Their lunchbreak is between 11:50am and 12:50pm. All children in reception eat their lunch in the hall and then join the rest of the school on the playground.

Each day, the children have a maths and English based input as well as a phonics session. They will also take part in targeted activities such as squiggle while you wiggle and dough gym to build fine and gross motor control as well as focussed speech, language and communication tasks. The remainder of the day is child initiated and child led. Staff will plan and provide a range of continuous provision and appropriate enhancements to this to move the children forward. Staff engage alongside the children within continuous provision, supporting them to build skills and knowledge as appropriate to their needs.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework (Last Published July 2023) 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

Further information relating to the curriculum can be found here:

<https://www.broughtonfieldsprimary.org.uk/page/early-years-foundation-stage/118354>

<https://www.broughtonfieldsprimary.org.uk/page/curriculum-maps/125528>

4.1 Planning

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

A clear progression grid is in place setting milestones for each half term related to each strand of the Early Years Foundation Stage Curriculum. The planning is also aligned with the National Curriculum subjects where possible so that subject leaders and Year 1 staff can see the learning which has preceded that of the National Curriculum programmes of study.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Themes/topics provide the basis for the children's teaching and learning. Each week there is a good balance of both adult-led activities and child-initiated activities. The activities are fun, appropriate for the children, appropriately resourced and allow the children to work independently.

5. Assessment

At Broughton Fields Primary 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. Staff also take into account observations shared by parents and/or carers.

The Reception teachers meet the assessment lead regularly to discuss the progress and expectations for all pupils and required actions are put in place to ensure maximum progress.

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.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development via Tapestry and parent consultations in the Autumn and Spring Terms. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities and this is shared at the end of their Foundation year along with a written report. An opportunity for parents to discuss the content of both documents is offered once they have been shared.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. At Broughton Fields, the key person is their class teacher. They support parents and/or carers in guiding their child's development at home and helps families to engage with more specialist support, if appropriate and available.

7. Safeguarding and welfare procedures

We 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.