



## EYFS Policy

### Policy Details

<b>Policy Level</b>	School
<b>Document Approver</b>	Trust Board
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### Revision History

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## 1. Introduction

This policy sets out how our setting implements the Early Years Foundation Stage (EYFS) statutory framework (DfE, September 2025). It reflects the statutory requirements for group and school-based providers and is consistent with our other foundation stage policies.

Our duty is to ensure that all children receive high-quality early education and care that promotes their safety, well-being, and development.

## 2. Aims

We aim to:

- Provide a safe, secure, and stimulating environment where children can thrive.
- Deliver a balanced curriculum that fosters the prime and specific areas of learning.
- Support children in achieving the Early Learning Goals (ELGs), with high expectations informed by the 2025 framework.
- Ensure equality of opportunity for all children, including those with special educational needs and disabilities (SEND) and those with English as an additional language (EAL).
- Build strong partnerships with parents and carers, recognising them as children's first educators.

## 3. EYFS Principles

We adhere to the four guiding principles of the EYFS:

1. A Unique Child – every child is respected as an individual.
2. Positive Relationships – children learn best through secure, supportive relationships.
3. Enabling Environments – children flourish in spaces that are rich, stimulating, and responsive to their needs.
4. Learning and Development – children learn and develop at different rates and in different ways.

We also embed the three characteristics of effective teaching and learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

## 4. Curriculum and Learning

- We deliver the seven areas of learning:

- Prime areas: Communication and Language, Physical Development, Personal, Social and Emotional Development.
  - Specific areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.
- Curriculum delivery:
  - Play-based learning, supported by adult interaction and planned experiences.
  - Children's interests and individual needs are central to planning.
  - Daily provision includes opportunities for sustained shared thinking, problem-solving, and exploration.
- Updated 2025 Early Learning Goals (ELGs):
  - Literacy – phonics knowledge, comprehension, and writing.
  - Mathematics – number bonds, recognition of patterns, even/odd numbers, and secure number sense.
  - Practitioners ensure coverage of all ELGs in line with statutory requirements

## 5. Assessments

- Reception Baseline Assessment (RBA): completed within the first six weeks of a child's entry to Reception.
- Progress Check at age 2:
  - Focuses on the prime areas of learning.
  - Shared in writing with parents and, where relevant, with health visitors.
- Ongoing assessment:
  - Practitioners use knowledge of the child, observations, and parental input to inform next steps.
  - Staff are not required to collect unnecessary or excessive evidence.
- End of Reception: EYFS Profile completed for each child and submitted in line with statutory guidance.

## 6. Safeguarding and Welfare

We follow statutory safeguarding and welfare requirements, supported by our Safeguarding Policy.

- Designated Safeguarding Lead (DSL):
  - Training renewed every two years, with annual refreshers recommended.
  - Meets the training criteria set out in Annex C of the 2025 EYFS framework.
- Whistleblowing:
  - Procedures in place; staff are made aware through induction and ongoing training.
- Notifications:
  - Ofsted/CMA are informed within 14 days of any allegations of serious harm or abuse.
- Staff suitability:

- All staff undergo enhanced DBS checks, qualification verification, and suitability assessments.

## 7. Staffing, Qualifications and Ratios

- Managers: appointed on or after 4 January 2024 must hold, or achieve within two years, a Level 2 qualification in mathematics.
- Staff qualifications: at least 50% of staff hold Level 2 or higher.
- Ratios: only staff with approved qualifications or recognised experience routes are counted in ratios.
- Pediatric First Aid (PFA):
  - At least one person with a current full PFA certificate is present at all times and accompanies children on outings.
  - Certificates are renewed every three years.
  - Staff with Level 2/3 qualifications (gained after 30 June 2016) must achieve a PFA certificate within three months of starting work to be included in ratios.

## 8. Inclusion, SEND and EAL

- Children showing delay in prime areas are identified early; practitioners work with parents to plan support.
- Reasonable adjustments are made for children with SEND in both provision and assessment.
- For children with EAL, we:
  - Support English language acquisition.
  - Provide opportunities to develop and use their home language in play and learning.

## 9. Partnership with Parents and Carers

- Parents are partners in their child's education.
- We share regular updates on progress and learning.
- Parents are actively involved in the progress check at age 2 and the EYFS Profile at the end of Reception.
- We respect and value family diversity and cultural backgrounds.

## 10. Linked Policies

- Assessment Policy
- Curriculum Policy
- Intimate care Policy
- Relational Behaviour Policy