



Early Years Foundation Stage (EYFS) Policy

Easingwold Community Primary School

'Excellence for All'

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that meets the statutory learning and development requirements set out in the EYFS
- 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
- Children are healthy, safe and secure by meeting the welfare requirements of the EYFS
- Statutory assessment is in place to ensure children achieve their next steps

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2025. Please click below:

[EYFS 2025](#)

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Easingwold Community Primary School, children join Reception in September of the school year that they turn five. In partnership with parents and carers we enable children to begin the process of becoming active learners for life.

At Easingwold Community Primary school we work closely with feeder settings and childminders to ensure transition into school is seamless.

Curriculum

We ensure our EYFS curriculum at Easingwold Primary meets the Learning and Development requirements set out in the statutory EYFS framework.

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

We look at the **Educational Programmes and Characteristics of Teaching and Learning** set out in the EYFS to build our curriculum and experiences for our children.

Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We plan a progressive, developmentally appropriate curriculum based on the needs of our children. We look towards the non-statutory guidance Development Matters to support us with this.

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage](#)

The EYFS curriculum at Easingwold is ambitious and aims to develop the children's cultural capital, it promotes our school values of Respect, Resilience and Responsibility.

Teaching and Learning:

Our curriculum is implemented through a mix of play, led by children or adults and adult directed sessions.

The EYFS states:

***Play** is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults..... Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.*

At Easingwold Community Primary School play based learning is paramount and children direct their own learning using the carefully selected open ended resources which can be found in both the inside and outside environment. Practitioners will enhance play and extend as needed to further individual learning. We aim to create an open ended learning environment where children feel happy, confident, secure and suitably challenged. The children have free flow access to the indoor and outdoor environments, both set up with discrete areas of learning as part of planned continuous provision. Children develop skills and knowledge linked to the educational programmes set out in the EYFS.

Daily adult directed sessions teach children the essential skills and knowledge, these include:

Phonics (Following Little Wandle)

Maths (Following Mastering Number)

We Love to Read (a story session which is linked to the knowledge mapped out in our curriculum)

Songs and Rhymes (planned out of the year, including traditional nursery rhymes and poems from The Poetry Basket)

Pen Disco (Handwriting practise)

Storytime (stories mapped out over the year)

At Easingwold, teachers 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.

Assessment:

At Easingwold Community Primary School, ongoing, formative assessment is an integral part of the learning and development processes. Practitioners observe pupils to identify their level of achievement, interests and learning styles. These observations are used to support children's next steps and how we need to adapt our teaching.

Teachers also take into account observations shared by parents and/or carers, this maybe through a meeting with parents or through Class Dojo (an online app),

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 and the Year One teachers.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with parents:

At Easingwold Primary School we understand the importance of building a strong partnership with every child's parent/carer. Before children start at Easingwold, the parents are invited to a 'New starter' meeting, parents are informed about school procedures and we address any concerns they may have, putting them at ease. We have an 'open door' policy and encourage parents to talk to their child's teacher if there are any concerns.

We use an online app called 'Class Dojo' where we can share children's wow moments with parents/carers and parents/carers can share any wow moments from home, celebrating their child/ren's successes. We also share key messages and information on this app and parents/carers can use the private messaging facility at any point to contact us.

During the first half term of the child's Reception year, parents are invited into school for a Phonics Workshop, where we discuss how parents can support their children at home.

We arrange a range of activities throughout the year that encourage collaboration between child, school and parents. We also hold a stay and play session in the second half term where families are invited to join in some learning activities with the children, we encourage parents/ carers to help on trips and local visits and come in to talk to the children about their profession or beliefs etc, if relevant.

We invite all parents to attend formal parents' meetings twice a year at which the teacher and the parent discuss the child's progress. We hold extra parents meetings every term for children in receipt of Pupil Premium or who are identified as having SEND.

Formal reports detailing their child's attainment and progress are shared at the end of the school year.

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

Each child's Key Person is the class teacher but strong relationships are built with the class Teaching Assistants, who also contribute to the assessing and recording of each child's progress.

The class teacher and the teaching assistants support parents and/or carers in guiding their child's development at home. The teacher and SEN leader helps families to engage with more specialist support, if appropriate.

Transition Arrangements:

At Easingwold Primary School we recognise the importance of transition from one year group to the next. We work hard to ensure that this is seamless for our children, putting their well being and happiness at the forefront as we know this will support their learning and development. This starts right from the beginning and we work closely with feeder settings and childminders to ensure we know the children and families before they start school.

We visit nursery children in their setting to get to know them and they are familiar with us before they start school. We spend time liaising with nursery practitioners and childminders, we find out about the individual needs of each child so we can tailor our provision accordingly. We also consider if any child with additional needs may need Element Three funding to support transition into school or if any children have SEND and what support is required and which agencies are involved.

During summer term the children are invited into school for two full days including lunch and a half day, so they can meet their new class, teacher, see their classroom, the lunch hall and the main playground.

Once children complete their Reception Year and are ready to move into Year One we work closely with Year One teachers, explaining each child's profile to them, what their next steps are in their learning and development journey. We also ensure the Year One Curriculum, pedagogy and progression is in line with the end of Reception, so children learn in a developmentally appropriate way and learning is built on exactly what needs to come next in the learning pathway.

Safeguarding and welfare procedures:

By ensuring we meet the safeguarding and welfare requirements of the EYFS our Reception setting is high quality and we are welcoming, safe and stimulating, where children are able to enjoy learning and grow in confidence.

The Headteacher is the Designated Safeguarding Lead (Alison Cotrell)

The Deputy Headteacher is the Deputy Safeguarding Lead (Toni Potter)

The Year 5/6 Teacher is the Deputy Safeguarding Lead (Mrs Hannam)

The EYFS states:

Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy.

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
Suitable People and Safer recruitment	See Child Protection and Safeguarding Policy and SCR
Procedure for Responding to Illness	Medical Needs Policy
Administering Medicines Policy	Medical Needs Policy
Emergency Evacuation Procedure	See Health and Safety policy See Fire Safety Policy
Procedure for Checking the Identity of Visitors	See Child Protection and Safeguarding policy SCR
Procedures for a Parent failing to collect a child and for Missing children	Missing Child Procedure See Child Protection and Safeguarding policy
Procedure for dealing with concerns and complaints	See Complaints Policy
Concerns about children's safety and welfare Child absences	Attendance Policy
Concerns about children's safety and welfare	Whistleblowing Procedures and Policy

To safeguard children and practitioners online, providers will find it helpful to refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations'

[Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners - GOV.UK](#)

The EYFS states:

Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

At Easingwold Community Primary school Supervision including the opportunities above happens every week with all teaching assistants in the phase and the Reception Leader chairs the meeting and CPD, minutes of the meetings are kept.

The EYFS states:

At least one person who has a **current paediatric first aid (PFA)** certificate must be on the premises and available at all times when children are present, and must accompany children on outings. PFA training must be renewed every three years and be relevant for workers caring for young children and where relevant, babies. Providers should take into account the number of children, staff and layout of premises to ensure that a

paediatric first aider is able to respond to emergencies quickly.

Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate.

The Paediatric First Aiders at Easingwold Primary are:

Emma Hamill- Office Manager

Rebecca Cooper- Early Years Leader (to be updated)

Shannon Housley - Reception Teacher (to be done Sept 25)

Tracy Hardy- Reception HLTA and MSA

Victoria McGuinness -Reception TA and MSA

Karen Forsdyke- Reception TA and MSA

Bethany Rough - Reception GTA and MSA (to be done Sept 25)

First Aid kits are in each teacher's cupboard and one is mounted on the wall outside the classroom. They are replenished regularly with appropriate content for use with children. Staff keep a written record of accidents or injuries and first aid treatment. Staff inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given

The EYFS states:

*Providers must determine where it is helpful to make some **written risk assessments** in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.*

Risk Assessments completed are:

-Woodwork

-Toaster

-Indoor Classroom

-Outdoors

-Bikes

Risk assessments are also completed on Evolve for trips and visits out of school.

Special Educational Needs

At Easingwold Community Primary school we are committed to inclusion and follow the SEND Code of Practice . Teachers and the SEND Coordinator work with parents/ carers and providers/ childminders to ensure we provide what each child needs to help them learn and develop when they start our school. We work with outside agencies and specialists to ensure we can offer our children the best possible support they need. Children on the SEND register have individualised 'My Support Plans' that fit into the Plan, Do, Review cycle and parents/ carers, teachers and the child all contribute to these plans so they are unique, personalised, specific and achievable.

The Special Needs Coordinator at Easingwold Primary is Toni Potter.

Monitoring arrangements

The delivery of the EYFS curriculum is monitored by the Reception Leader and other subject leaders through, for example, planning scrutinies, learning walks and lesson observations. Pupils' development is monitored by class teachers as part of our internal assessment systems.

Governors also monitor the EYFS. The EYFS Governor is: Rosie Sharp.

Policy review date: Sept 26