

Early Years Foundation Stage (EYFS) Policy

Lemington Riverside Primary School



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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 for group and school providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/statutory_framework_for_the_early_years_foundation_stage_for_group_and_school_providers.pdf) for 2024.

3. Structure of the EYFS

EYFS at Lemington Riverside Primary School comprises of one Nursery class and one Reception class.

We have 23 Nursery places and 30 Reception places.

The Nursery and Reception classes are led by a class teacher supported by a team of teaching assistants.

We offer all children in our Nursery provision 30 hours of provision, regardless of entitlement. There is no charge for Nursery provision at Lemington Riverside.

All children start with us at different points of development and will begin on a shortened timetable building up the full 30 hours of provision in Nursery. This will be communicated to parents/carers throughout a child's first few weeks at our school and the school expects

parents/carers to work with the school on this in the child's best interests. We aim to build up all children to the full 30 hours by the end of their 6th week in our Nursery. For some children, this may need to be longer, but this will always be communicated with parents/carers.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework, [Birthto5Matters-download.pdf](#).

The EYFS framework includes the 3 Characteristics of Effective Learning which drive the environment, as well as the 7 areas of learning and development that are equally important and inter-connected. 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

4.1 Planning

Our 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice, as well as following the interests of the children. Topics taught are decided upon following the interests of the cohort, then each topic is taught using a 'Book of the Week' which we read daily and focus on learning new vocabulary and link our activities to this.

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.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Lemington Riverside 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.

When a child is in Nursery, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas in their end of year report. This highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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 on Tapestry.

The profile is moderated internally (referring to the [Birthto5Matters-download.pdf](#)) 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's 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. Regular parents and/or carer's evenings and the EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Staff will post regular updates to the Tapestry app, detailing your child's progress throughout their journey in EYFS at Lemington Riverside. Parents/carers are warmly encouraged to interact with the posts and share the story of your child's progress at home too.

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

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
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

All Early Years staff have a current paediatric first aid (PFA) certificate and are 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 good health in general, in the early years by by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy, which is available on our school website (a paper copy can also be requested from the school office).

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and Early Years Leader every 2 years.

At every review, the policy will be shared with the Governing Body.

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
Procedure for responding to illness	See supporting pupils with medical conditions policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints procedure.