



Kings
Education
Trust



EYFS POLICY

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Contents

1. Aims.....	2
2. Legislation	2
3. Structure of the EYFS	2
4. Curriculum.....	4
5. Assessment	6
6. Working with parents	6
7. Safeguarding and welfare procedures	7
8. Monitoring arrangements.....	8
Appendix 1. List of statutory policies and procedures for the EYFS	9

1. Aims

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

This policy aims to ensure:

- Children learn to be strong and independent through positive relationships, where support is given to take risks and explore.
- Children learn and develop well in enabling environments where rich learning opportunities are offered through play and guided play.
- Children learn and develop in different ways and at different rates and need to be given opportunities to play and explore, engage in active learning and to create and think critically. No child is left behind.
- We aim to provide the highest quality care and education for all our children, giving them a strong foundation for future learning.
- We aim to create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent, where they feel secure and valued.
- We value the individual child and we work alongside parents and other agencies to help every child to reach their full potential.
- We aim to promote a positive interaction between home and school.

2. Legislation

This policy is based on requirements set out in the [2024 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our nursery is spread over three rooms. We have a dedicated room for our 2 year-olds (Ducklings) and a dedicated room for our 3–4-year-olds (Cygnet). There is capacity to have up to 24 children in the Cygnet room and 5 children in the Duckling room during a morning or afternoon session. In between these two rooms is a shared learning space which the children can free flow between. Reception has a separate room with the capacity to take up to 30 children. These ratios are based on the number of staff we have in on the day and their qualifications.

Nursery can offer 15 or 30 free hours of childcare. Our current offering is:

For 2-year-olds, we currently offer places for the following hours:

Full Time - 8.45am-2.45pm (30 Hours) - There is an option to increase this to 3.15pm daily for a charge of £4.00.

Part Time Mornings - 8.45-11.45am (15 Hours)

Part Time Afternoon - 12.15-3.15pm (15 Hours)

For 3–4-year-olds, we currently offer places for the following hours:

Full Time - 8.45am-2.45pm (30 Hours) - There is an option to increase this to 3.15pm daily for a charge of £3.

Part Time Mornings - 8.45-11.45am (15 Hours)

Part Time Afternoon - 12.15-3.15pm (15 Hours)

4. Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the early learning goals. All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the prime areas:

- Communication and Language
- Physical Development Personal
- Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children will have some small group times and whole group times for directed learning. These will become more frequent as children progress through the EYFS.

Phonics is the key approach for teaching reading and writing and is delivered discretely throughout the day in focused groups.

A multi-sensory approach is adopted to learning and children are given opportunities and resources in order to practise the skills taught both indoors and out.

The EYFS framework states that,

‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult led and child initiated activities.’

We plan a balance between children having time and space to engage in their own activities and those that are planned by adults. During children's play, practitioners interact to stretch and challenge children further.

Outdoor Learning

Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being. It gives them contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons. Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness. The outdoor environment offers additional space to the indoor area and therefore is particularly important to those children who learn best through active movement. For many children, playing outdoors in their early years setting may be the only opportunity they have to play safely and freely while they learn to assess risk and develop the skills to manage new situations.

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 of communication and language, physical development as well as their personal, social and emotional development. This is to enable them to reach their full potential in the specific areas of learning in literacy, maths, understanding the world and expressive arts and design.

Staff continuously monitor and build on developing children's skills and engagement in order to promote the characteristics of effective learning, as referenced in the 2021 EYFS Framework. The 2021 Development Matters curriculum guidance (non-statutory) is also used to plan and deliver an effective and age-appropriate curriculum across each year group.

Staff 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.

Staff regularly meet to discuss the needs of their cohort and individual children to understand what their next steps are and how staff can effectively plan and deliver effective learning opportunities that enrich the lives of the youngest learners.

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.

In both Nursery and Reception there are adult-led maths, phonics and literacy sessions. However, children have ample opportunity to lead their own learning through purposeful play. The adults create warm and inviting environments that allow children to feel safe and nurtured, which help scaffold their learning in order to reach their next steps in development.

As Reception children get ready to enter Year One, careful consideration is given to ensure a smooth transition between both classes. Teachers ensure there is a balance to allow children to become more independent learners as well as ensuring they are still able to access age appropriate learning opportunities, still guided by a mixture of adult and child led activities.

5. Assessment

At Waterside Primary Academy, 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. Staff in Nursery and Reception track children's development four times a year formatively; once on entry and then again at the end of the autumn, spring and summer term. This helps staff to observe and hone in on gaps in development as a whole class and for individual children.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' 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.

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 through two yearly parents' evenings and end of year reports. 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.

The online journal, ClassDojo, is used as a communication tool between home and school whereby staff and families can upload observations to ensure strong links between home and school.

In Nursery, each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. In Reception class, the main class teacher is the key person to each child as the staff to child ratios are less.

A key worker is a member of staff who has special responsibility for the education and welfare of a particular group of children. Important aspects of a key person relationship are:

- Developing secure trusting relationships with key children and their parents.
- Interacting with key children at a developmentally appropriate level
- Providing a secure base for key children by supporting their interests and explorations away from you.
- Providing a secure base for key children by being physically and emotionally available to them.
- Comforting distressed children by acknowledging their feelings, offering explanations and reassurances calmly and gently.
- Having regular opportunities to reflect on the emotional aspects of being a key worker, with a skilled, knowledgeable / Early Years leader or colleague. (see supervision policy for more details)

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by planning regular and specific sessions focusing on this. Snack time across both classes ensures the children are fed and exposed to a range of healthy options.

Focused health and oral health sessions will include:

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

As set out in the [EYFS statutory Framework](#), we teach the importance of tooth brushing through our PSHE lessons.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

7.1 Inclusion/ SEN

We value all our children as individuals irrespective of their ethnicity, culture, religion, home background, ability or gender. We plan a curriculum that supports each child at their own stage of development allowing all children to achieve their potential. We believe that early identification of children with additional needs is crucial in enabling us to give the child the support they need. We work closely with parents and outside agencies to identify learning needs and respond with appropriate strategies as soon as possible.

In the EYFS we set realistic and challenging expectations that meet the needs of all children including boys, girls, children with additional needs, more able children, children with different life experiences, children from diverse ethnic groups and linguistic backgrounds other than English.

We do this through;

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies and approaches.

- Planning challenging activities for more able pupils.
- Monitoring children's progress and supporting as necessary.
- Liaising with the SENDCO for support and advice when needed

8. Monitoring arrangements

This policy will be reviewed and approved by the Local Advisory Committee every two of years.

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