

Early Years Foundation Stage Policy

Policy Sign off

	Reviewer	Approver	Date
Reviewer / approver	Kelly Reid	LAC	Summer 2024
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1. Aims

This policy aims to ensure:

- That children access a broad, balanced and ambitious curriculum that gives them the 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 equity of opportunity, adaptive teaching, and anti-discriminatory practice.
- That our curriculum intent is underpinned by Paxton's priorities of inclusion, literacy as a driver for learning, and the development of oracy as a foundation for success.

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023. It also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our EYFS includes Nursery and Reception. The Nursery offers both 15 and 30-hour funded places for 3–4 year olds, with morning, afternoon, and some full-time places. Reception is for children aged 4–5 years old, with two classes of up to 30 children each.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

At Paxton, literacy and oracy are drivers for learning across the curriculum. Early reading, language development, and vocabulary enrichment are embedded in all aspects of provision. Adaptive teaching ensures that children with emerging SEND are supported from the earliest stages through targeted interventions, including the NIPA model and access to SENDIF funding.

4. Planning

Staff plan activities and experiences that enable children to develop and learn effectively. For younger children, there is a strong focus on the prime areas. Planning is personalised to meet children's needs and interests, and includes specialist support where appropriate. Staff use the different ways that children learn to create engaging and inclusive provision.

5. Teaching

Teaching is implemented through purposeful play, adult-led and child-initiated activities, and high-quality interactions. Staff guide children's development through warm relationships, supporting them to develop resilience, independence and curiosity. As children progress, adult-led learning gradually increases to prepare them for transition to Year 1.

6. Assessment

Ongoing assessment is integral to learning and development. Staff observe children's achievements, interests and learning styles, using this to inform planning. Parents and carers are included in assessment conversations. Key assessment points include:

- The Progress Check at age 2–3.
- The Reception Baseline Assessment within the first 6 weeks of school.
- The EYFS Profile at the end of Reception, which is moderated internally and across the Trust.

Assessment supports early identification of need and ensures timely support, including SEND referrals where required.

7. Working with parents and carers

Children thrive when staff and families work in partnership. Each child has a key person who supports their learning and care. Families are engaged through informal conversations, termly parent meetings, and workshops. Parents' knowledge of their child is valued and contributes to assessment and planning.

8. Safeguarding and welfare procedures

Children learn best when they are healthy, safe and secure, with their needs met and positive relationships established. We follow safeguarding and welfare requirements to provide a safe, stimulating and nurturing environment.

Staffing ratios

- For children aged 3 and over, where a qualified teacher or equivalent is present, we maintain a ratio of 1:13.
- For Reception classes, we comply with infant class size legislation (1 teacher per 30 pupils).

At least one member of staff with paediatric first aid (PFA) training is present at all times, including during outings.

We actively promote children's health, including oral health. Our approach includes:

- Teaching children about healthy food choices and the effects of eating too many sweet foods.
- Encouraging daily toothbrushing at home and explaining why oral hygiene is important.
- Following Public Health England guidance on supervised toothbrushing where appropriate.
- Working in partnership with parents to establish healthy routines.

Safeguarding and welfare arrangements are detailed further in the school's Child Protection and Safeguarding Policy.

9. Monitoring arrangements

This policy will be reviewed and updated by the Deputy Headteacher every 3 years. At every review, the policy will be shared with the Local Academy Committee (LAC).