The Keep Learning Trust
Park View Primary
Early Years Foundation Stage (EYFS) Policy

The Keep Learning Trust

Creating Chances and Choices

Date of review:	September 2025
Approved by:	Headteacher
Next review date:	September 2026

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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 (EYFS) that applies from September 2025.

3. Structure of the EYFS

Our Early Years provision at Park View Primary consists of 1 nursery class (am. Pm or full-time places available) and two Reception classes. All three classes are taught by qualified teachers and supported by qualified teaching assistants. Children enter our Nursery the term after their third birthday. Parents can choose from five morning or five afternoon sessions per week, totaling 15 hours. We also offer full-time places each year for parents/carers who work and have access to the 30-hour code. Reception children attend school on a full- time basis.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025.

The EYFS framework includes 7 areas of learning and development that are equally important and inter- connected. However, 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
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The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively.

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.

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, both inside the classroom and outdoors. 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 Park View, ongoing assessment is an integral part of the learning and development processes. In Nursery, staff observe pupils to identify their level of achievement, progress and interests using the online tool 'Tapestry' and 'ClassDojo'. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers through 'Tapestry' and 'ClassDojo'.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA). Children's progress is then tracked termly and recorded internally using our 'iTrack' system which is used throughout school. Data from this is then used to plan 'next steps' for pupils.

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 (expected)
- 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 in a number of ways. Parents have continual access to their child's learning journal through 'Tapestry'. Parent/teacher meetings occur twice per year and a written report is sent home at the end of the academic year for pupils leaving Nursery and Reception.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. In Nursery, this may be the class teacher or a member of support staff. In Reception, this is usually the 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 promote good oral health, as well as good health in general, by brushing teeth daily at school and talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of a balanced diet and exercise

Where children are provided with meals, snacks and drinks, these are healthy, balanced and nutritious. Fresh drinking water is always available and accessible to children.

Before a child is admitted to the setting, we obtain information about any special dietary requirements, preferences, food allergies and intolerances that they have, and any special health requirements. We have ongoing discussions with parents and/or carers, and where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information is shared with all relevant members of staff.

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

8. Monitoring arrangements

This policy will be reviewed and approved by Amy Barber (Early Years Lead) and Emma Collopy (Headteacher) every year.

At every review, the policy will be shared with the governing board.