

# Itchen Abbas Primary School Early Years Foundation Stage (EYFS) Policy



## 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## 3. Structure of the EYFS

Our EYFS structure is a separate year R class. EYFS ends at the end of year R and children are assessed against the Early Learning Goal and move into Key Stage 1.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. 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

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. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas, especially in the earliest part of Year R.

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. We incorporate children's needs and interests into topic plans which are planned each year specifically for the cohort. 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. 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 learning in year 1.

We have a large outdoor provision and this is incorporated into planning and teaching with free-flow play.

Phonics is taught using the scheme Little Wandle Letters and Sounds (see Early Reading Policy).

## 5. Assessment

At Itchen Abbas 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.

There is also a Reception Baseline Assessment (RBA) which is a short, statutory assessment that is carried out with children in the first six weeks of starting Reception. It provides a snapshot of each child's early language, communication, literacy and maths skills through practical, age-appropriate activities. The RBA is used to measure pupils' progress from Reception to the end of Key Stage 2 at a national level and does not affect children's learning, outcomes or day-to-day teaching in Reception.

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')

Our assessment of each child informs their profile and reflects ongoing observations, and discussions with parents and/or carers. The results of our assessments and profile are shared with parents and/or carers for their child.

Our assessments and profile are 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. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. 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.

We hold two parents evenings annually and provide an annual written report to parents. A staff member is available at drop off every day to talk to parents /carers about their child and teaching staff are available for informal or formal meetings with parents / carers.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by incorporating this into our topics and provision and following the Kapow Scheme for PSHE. We do this, for example, by talking to children about:

- Healthy eating
- Healthy mind
- Moving our bodies
- A good night's sleep
- The effects of eating too many sweet things
- The importance of brushing your teeth

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

## 8. Monitoring arrangements

The EYFS lead, headteacher and governing body are responsible for monitoring the effective implementation of this policy and that it is regularly reviewed.

Date ratified by Governors: January 2026

To be reviewed every 3 years

Date for next review January 2029

## 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 health and safety 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 policy