

EYFS Policy

Leasingham St. Andrew's Church of
England Primary School

‘Everything you do, do in love’



Reviewed and updated: September 2025

Next review: September 2028

1). Rationale and Principles

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

This policy aims to outline the purpose, nature and management of the EYFS in our school.

Through everything that we do within EYFS, we aim to reflect and live-out the vision of Leasingham St. Andrew's Church of England Primary School.

Everything you do, do in love'

At St Andrew's, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.

John 13:34 'Love one another, as I have loved you'

We aim to demonstrate the following 'golden threads' through the subject of art and design.

- High aspirations permeate across the school
- The school offers a host of cultural experiences and enrichment opportunities
- Our children develop a love of life-long reading
- British Values are an intrinsic part of the school

2). Intent

At Leasingham St Andrews Church of England Primary School, we aim to provide motivating, first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have when they arrive and actively develop relationships with feeder settings through transition and networking. We recognise that all children are unique, celebrating and welcoming these differences within our school community. We aim to work

collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively, and emotionally, whilst also embedding a positive attitude to school to encourage all children to be the very best.

To ensure children make outstanding progress during their time in EYFS, it is our intent to take into consideration their starting points and the needs of all pupils as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now, and for the future, in terms of opportunities and experiences. Strong relationships that allow us to understand the personal interests and individual needs of our children allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

We aim to:

- Provide a curriculum that offers children a wide range of opportunities ensuring that we do not expect children to aspire to things they have never encountered. We will work on broadening their experiences providing opportunities to try new things and encouraging them to relish a new challenge
- Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected
- Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals
- Provide children with opportunities to develop their sense of wellbeing and the ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively
- Develop the skills and expertise of staff working in EYFS through regular and comprehensive professional development either 'in house' or through external providers

3). Implementation

Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one-to-one way with teacher and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependent on the nature and needs of the class of individuals. We look forward at the start of a year to see where each new class will lead us.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. Children make decisions daily about where they choose to learn and staff ensure that there are opportunities for all areas of learning both inside and outside throughout the course of each week.

The school follows the 'Little Wandle' phonics programme, using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting.

We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

The EYFS team collect evidence of children's learning through work completed in their learning journey book, observations, photos, and videos which are shared with parents weekly using the 'Tapestry' online system. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Parents are active and many use 'Tapestry' to record the milestones children make at home during the year.

We strive to provide children with opportunities that they may not have experienced before or that enhance their learning in school. We go on visits to support this for example a trip to our local church to enhance our R.E. and PSED learning, or a village walk to understand the geography of our local area. We ensure that all our visits are learning related and will provide the spark for further immersion in a theme or project.

By the end of the year, we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in EYFS working together as a team to develop expertise and confidence in our staff. We do this through formal and informal meetings to share good practise and expertise and these discussions enable us to reflect on our practice, evaluate our provision and make decisions about the best way to move forward to enhance children's learning.

The team in EYFS work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the skills and attitudes that will enable them to have a successful journey through school. It is a positive place to be, where resilience, perseverance and successes are celebrated, and every child feels valued and respected.

4). Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school.

We measure progress and children's learning across the year through formative and summative assessment which are based on the adult's knowledge of the child, their learning journeys, photographs and videos on recorded Tapestry. We aim to exceed the National and Local Authority data for children achieving Good Level of Development. Almost all our children make at least the expected steps of progress from their starting points.

The judgements of our school are moderated with other schools as well as internally. This means judgements are secure and consistent with government guidelines. The EYFS leader also attends training and updates provided by the local authority.

The Early Years provision features in our School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher and our designated EYFS governor.

5). Role of the EYFS Leader

At Leasingham St Andrew's Church of England Primary School, the role of the EYFS leader is to ensure that children make sufficient progress at this stage of their education, so that by the end of the year, they are ready for the next stage of their learning (Year 1). This will be achieved by:

- Securing high quality teaching
- Ensuring that planning meets the requirements of the school's agreed curriculum and the current cohort
- Monitoring the effective use of resources
- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements
- Developing assessment and record keeping, ensuring progression and continuity
- Ensuring that all staff within EYFS are aware of expectations and supporting them in meeting the needs of all children through ongoing training and shared planning
- Action planning for future development
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum

- Monitoring the effectiveness of teaching and the impact on learning and standards
- Evaluating and summarising all aspects of the EYFS to define next steps for improvement
- Keeping abreast of development in subject education and media usage
- Ensuring that safeguarding is robust and that all children are safe

6). Assessment

At Leasingham St Andrew's Church of England 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 consider observations shared by parents and/or carers.

Within the first six weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). Staff will also complete an in-house baseline assessment that will help to determine whether a child is 'on track' for their age at the start of the reception year. Observations will continue throughout each term and a judgement will be made as to whether the child is 'on track' or 'not on track' to achieve ELG (Early Learning Goals) at the end of the year. Relevant intervention and support will be provided to help all children remain 'on track' if possible.

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.

7). Differentiation including catering for children with Special Educational Needs

At Leasingham St. Andrew's Church of England Primary School, we aim to encourage all children to reach their full potential within the EYFS through the provision of varied opportunities and responding and adapting our teaching to the children's individual needs. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school. Children with

specific needs, such as those in receipt of an Educational Health Care Plan (EHCP) will work on outcomes suited to their own abilities.

8). 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 use of the online learning journal 'Tapestry' and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents are regularly invited into school for parents' evenings and there are opportunities for conversations with EYFS staff members at the beginning and end of every day.

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

9). Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by teaching and talking to children about:

- 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.

10). Equal Opportunities

At Leasingham St. Andrew's Church of England Primary School, all children will be given equal access to the EYFS curriculum irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of art and design.

11). Disability and Equality Statement

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to the Headteacher.

12). Monitoring arrangements

This policy will be reviewed by the EFYS lead and Headteacher, and approved by the governing body, on an annual basis.