



Early Years Foundation Stage (EYFS) Policy

	Date	Minute No.	Review date
Approved by Governors	29/4/2019	29/4/2019.10	Oct 2021
Reviewed by Governors	20/10/2021	20/10/2021.20	Oct 2024
Reviewed by Governors updates	2/10/2025	2/102/2025.14	In line with

Contents

1. Aims.....	2
SM 2/10/2025 V4	

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

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
- Close partnership working between practitioners and with 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 [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)
This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Nursery-We have a 26 place Governor Led Nursery for pupils from the age of three years old. Parents can use 15 and 30 hours government funding entitlement and/or pay privately for any sessions above this government funding. Children may attend another setting as well as Ashover and can we can be flexible on the sessions that the children attend.

We have a Nursery teacher and TA in the setting at all times. The nursery teacher works closely with our EYFS lead to plan an engaging curriculum that meets all the requirements of the EYFS framework. Our nursery has high quality continuous provision inside and outside which the children can freely access. We also offer wraparound care and hot school meals to our nursery pupils.

Reception-We have a Pupil Admission Number (PAN) of 30 in our Reception Class with one fulltime teacher and one fulltime teaching assistant. Children have access to free flow indoor and outdoor play and the indoor area has planned continuous provision with the addition of weekly enhancements linked to a weekly learning theme. Children also have daily class taught sessions of phonics, maths and English and weekly taught sessions of the specific areas of learning.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2025 statutory framework of the EYFS.

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.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas. These are the prime areas:

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

Providers must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm. The specific areas are:

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

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. 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, practitioners 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. Practitioners 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 Ashover, 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. Practitioners also take into account observations shared by parents and/or carers.

Practitioners review pupil 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.

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 then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. 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.

Parents are encouraged to contribute to their child's learning journey by capturing experiences at home and sharing these with school staff.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by The Headteacher every 3 years.

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

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found on the school website?
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