




SCOTTS PRIMARY SCHOOL

	Name of School	Scotts Primary School
	Policy review Date	September 2025
	Date of next Review	September 2028
	Who reviewed this policy?	Joanna Bajada
	Date approved by Governing body	September 2025
	Headteacher	Ryan Kinnear
	Chair of Governors	Tracey Walker

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
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- 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 [statutory framework for the Early Years Foundation Stage \(EYFS\) 2025](#).

At Scotts primary school we adhere to the statutory guidance stated in the Statutory Framework for the Early Years Foundation Stage from September 2025, and the four guiding principles that shape the practice in Early Years settings.

These include:

- **Unique child** - We recognise that every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- **Positive Relationships** - We recognise that children learn to be strong and independent through positive relationships.
- **Enabling Environments** - children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Respect

Teamwork & Exploration

Resilience

Creativity & Innovation

Uniqueness

Fairness & Compassion



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- **Learning and Development** - Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in Early Years provision, including children with SEND.

3. Curriculum

At Scotts, we follow the curriculum as outlined in the latest version of the Early Years Foundation Stage (EYFS) framework, which is mandatory for all group and school-based early years providers in England 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

The prime areas are strengthened and applied through 4 specific areas:

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

The Characteristics of Effective Learning underpin learning and development across all areas and support the child to remain an effective and motivated learner.

These include:

- **Playing and Exploring** - children investigate and experience things, and 'have a go'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

3.1 Planning

Staff plan an overview for every half term relating to the topics we will be teaching. It's broken down into weeks including what will be covered in each of the EYFS areas.

Staff plan weekly activities and experiences for children that enable children to develop and learn effectively. They 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 personalise learning to enable children to learn and progress at their own pace. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.



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Continuous Provision offers children a constant environment that is safe for them to explore whilst challenging their learning. It should allow children the freedom to explore and become independent in making choices. An important part of the EYFS is to support children in becoming active learners; continuous provision allows children to demonstrate this aspect and practitioners can closely observe this during their play and become involved to model vocabulary and move children's learning forward.

Staff at Scotts aim to ensure:

- That Continuous Provision enables children to explore recent learning, practise new skills and follow their own interests.
- There are carefully chosen and organised quality resources and experiences that are constantly available for children to access independently across every area of their learning.
- Children have a clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the EYFS curriculum.
- There is an environment that facilitates independence, curiosity and hands on play based learning.
- There are clearly labelled resources for children to access independently.
- Staff enhance Continuous Provision through careful intervention and quality conversations that enhance children's language and vocabulary.
- Staff ensure that children are supported to manage their emotions, develop a positive sense of self, set themselves simple goals, solve problems, and have confidence in their own abilities.

3.2 Teaching

Three whole class adult led carpet sessions are held each day involving literacy, maths, and phonics. Other areas of the EYFS curriculum are embedded throughout these lessons. Each area of learning and development is implemented through 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.

3.3 Outdoor Learning

During child initiated play children have access to the outdoor area. They have opportunities to extend their learning through enhanced provision and are encouraged to follow their interests.

Staff carefully consider that:

- Two adults will be present outside at all times in line with statutory ratios.
- Children will wear suitable clothing and waterproofs will be provided.
- Adults will check that equipment/apparatus are safe to use in poor/icy weathers.
- Children will be able to interact and play with adults to enhance their learning.

4. Assessment

At Scotts 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 information shared by parents/carers, and nurseries.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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Through observations, interactions and nursery reports, practitioners will make judgements to assess whether a child is on track and therefore meeting the expected level of development. They will ensure that if a child is at risk of falling behind then the necessary interventions are put in place.

Ongoing assessment will take place daily through positive interactions and observations from a variety of adults. No formal observations are recorded as evidence, however, children's independent work is kept in folders and their workbook shows examples of their individual learning journey during the reception year. Videos and photographs are taken during independent and child initiated learning. Early years staff can confidently assess children's learning during interactions. Staff can quickly identify each child's strengths and know what they need to learn next.

At the **end of the EYFS**, staff complete the EYFS profile for every child, including children who may have SEND, by the final term of the year in which the child reaches age 5. Reasonable adjustments to the assessment process for children with SEND will be made as appropriate. 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 Early Learning Goals set out in the Statutory Guidance January 2024) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority no later than the 30th June. If a child starts school during the summer term in which they turn 5, their profile will be completed by the previous setting.

Children are defined as having reached a good level of development at the end of the EYFS in the reception year if they have achieved at least the expected level for the ELGs in:

- the prime areas of learning - personal, social and emotional development, physical development, and communication and language
- the specific areas of mathematics and literacy

These inform a discussion between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1.

5. 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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. There are opportunities throughout the year for the parents to view their child's learning journey and independent work. Parents are given the opportunity to feedback their views on the progress of their child and what they feel they may need to work on.

There are two formal parent evenings held at Scotts in the autumn and spring term. There will also be a summary report which will be sent out termly at the end of the autumn and spring term.

During the Summer term parents will receive a written report of the child's progress throughout the year including whether they have met the expected level of development against the 17 early learning goals.

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6. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through carefully planned activities in the continuous provision and through circle time. We will talk to the children about:

- The benefits of eating a balanced diet
- The importance of oral hygiene and a healthy lifestyle
- Who they can go to for help (safeguarding team and other members of staff)
- Understanding their own behaviours and their own feelings

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

Paediatric First Aid

3.36 We will ensure that at least one person who has a current paediatric first aid (PFA) certificate is on the premises and available at all times when children are present and must accompany children on outings. PFA training must be renewed every three years and be relevant for people caring for young children.

3.39 We will display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.

Safer eating

3.63 Whilst children are eating, there should always be a member of staff in the room with a valid paediatric first aid certificate. Before a child is admitted to Scotts, information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements will be obtained. This information will be shared with all staff involved in the preparing and handling of food. At each mealtime and snack time, we will be clear about who is responsible for checking that the food being provided meets all the requirements for each child.

7. Monitoring arrangements

This policy will be reviewed and approved by the EYFS Lead every 3 years.
At every review, the policy will be shared with the governing board.