

Greenvale Primary School



EYFS POLICY

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Signed by Headteacher	Mrs A Allnutt
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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 \(EYFS\)](#) for 2024.

3. Structure of the EYFS

At Greenvale Primary School our Nursery has free provision for up to 26 children, 3-4 year olds only for 15 hours a week over 5 mornings. Reception has provision for 30 children, 4-5 year olds. The Foundation Stage is crucial as it prepares children for their exciting and meaningful learning journey. The Early Learning Goals (ELG) highlights what is expected of most children by the end of the Foundation Stage.

4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. Three areas, known as the prime areas, are seen as particularly important 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 developed, and children's curiosity and enthusiasm are ignited, through 4 specific areas:

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

4.1 Planning

Our staff plan activities and experiences for the children that enable them 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:

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

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 (SEND), 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

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual 'Learning Journey' using 'Evidence Me' and supporting evidence.

Children are encouraged to direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning. Teachers and Early Years practitioners work in focused learning groups with the children to extend their learning with every child working towards their own individual targets.

The EYFS Classroom

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or take things more quietly. The classroom covers all learning areas, where children are able to find and locate equipment and resources independently.

Outdoor Learning

The EYFS classes have their own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Learning and Development

The Nursery and Reception follow the curriculum outlined in the [Early Years Foundation Stage \(EYFS\) document](#). The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

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 the children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help the children prepare for more formal learning, ready for year 1.

Teachers and Early Years Practitioners aim to prepare children for their educational journey by developing children's confidence, concentration and ability to listen and follow instructions. Children will be exposed to a wide variety of activities and experiences that will generate a love of learning and an enjoyment of school, maximising children's learning at all times. There are seven areas of learning and development that "must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected". (Statutory Framework for the EYFS 2024).

Nurture

At Greenvale, we believe that a nurturing approach to learning, where we focus on emotional needs and development as well as the academic learning of all pupils, is the best way to supporting barriers to learning.

Robins is a provision that has positive long term effects on those pupils who are most affected by trauma, family issues or barriers that prevent pupils from thriving. It provides the pupils with the necessary support needed to develop their emotional and social needs and therefore help to remove the barriers to their learning. Robins focus on the Boxall Profile targets and not the academic targets towards ARE. Our Nurture intervention is a tool through which learning can then be achieved.

Once children are back in their classes (usually between 4-7 terms), they are able to access learning and make academic progress.

5. Assessment

At Greenvale Primary School, ongoing assessment is an integral part of 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.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA).

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 school shares the results of each child's assessment with their parents and/or carers.

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 and carers

We recognise that children learn and develop well when there's 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 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.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents/carers before their child starts school or nursery, stay and play sessions.
- Holding a meeting for new reception parents in the summer term where they receive information which helps them to prepare their children for school, highlights school start and finish times, uniform and informs the parents of the school's vision and aims. This outlines the school's expectations in the Home-School agreement and provides an opportunity to talk to the Reception team and representatives from other areas of school life.
- Parents evenings twice a year in October and March for Year R.
- Reports are issued in the summer term for all year groups, including Nursery.

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. At Greenvale Primary School, the Key Worker for our Nursery and Reception classes will be their class teacher.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence. A copy of our Safeguarding and Child Protection policy can be found [here](#) or obtained from the school office.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over in our Nursery:
 - We have at least 1 member of staff for every 13 children
- For our reception class:
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits (these procedures are also set out in our safeguarding and child protection policy) and recording information about staff qualifications and identity checks, vetting processes and references.

We have at least 1 person with a current paediatric first aid (PFA) certificate in each EYFS room at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

When the children are eating, there will always be a current PFA trained member of staff in the room who has the children in sight when they are eating and drinking. Children must be seated when eating.

We also have a designated safeguarding lead and deputies who are responsible for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSP (local safeguarding partners)

- Providing support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect

All practitioners are alert to any issues of concern in children's life at home or elsewhere.

7.1 Oral health and tooth brushing

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

- Healthy Eating and exercise
- The effects of eating too many sweet things
- The importance of brushing your teeth

In September 2025 we intend to introduce a supervised tooth brushing programme in our Nursery, to support the children's oral health. We follow [government guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's safeguarding and child protection policy, which can be found [here](#) or a copy obtained from the school office.

8. Monitoring arrangements

This policy will be reviewed and approved by Mrs A Allnutt, Headteacher every year.

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

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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see our [website](http://www.greenvale.medway.sch.uk): www.greenvale.medway.sch.uk

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Medway School's Safeguarding & Child Protection
Procedure for responding to illness	Infection Control Health & Safety First Aid
Administering medicines policy	Administering medication Supporting Children with Medical Conditions: Ensuring Provision for Children Who Cannot Attend School Because Of Health Needs
Emergency evacuation procedure	School Business Contingency Plan
Procedure for checking the identity of visitors	Medway School's Safeguarding & Child Protection policy Parent & Visitor Code of Conduct
Procedures for a parent/carer failing to collect a child and for missing children	Procedures for the Arrival and Collection of Children Medway School's Safeguarding & Child Protection
Procedure for dealing with concerns and complaints	Complaints