

**Early Years
Foundation Stage
(EYFS) policy
(Lympsham and
East Brent C of E Academies)**



Date Agreed	January 2026
Review Date	January 2029

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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). whilst the EYFS is under review.

3. Structure of the EYFS

The children will start school with us in the September of the academic year in which they are five years old. They start on a part time basis but most children are full time within 4 weeks. The current structure for the EYFS setting is a combination of Reception children and also Year 1 children, but the number of children does not exceed 30.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 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.

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

The Foundation Stage teacher will plan taking into account the needs of all the children and covering all areas of the Foundation Stage curriculum. This will promote the progress of all children working towards (emerging), achieving the Early Learning Goals (making expected progress) and beyond (exceeding).

Planning documents will include a Yearly Overview, a Half Term plan with an outline of objectives, weekly plans with detailed objectives for Phonics, Communication and Language, Literacy, Numeracy, adult-led activities and child initiated activities based on the children's interests, enjoyments and needs.

The planning ensures a balance between adult directed activities and those which enable the children to develop and initiate the direction the activities take. We will plan to provide rich and stimulating activities that are relevant, imaginative, enjoyable and challenging. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. 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.

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.

We will use the indoor and outdoor environment to promote the areas of learning. There is an outdoor canopy to enable children to stay dry and safe in extreme weather conditions. The outside area has an all-weather soft surface, gardens, an outdoor covered area for sand, water, drawing activities or board games. Children are encouraged to use resources from the classroom or storage areas to develop their play. The class is supported by an HLTA and part time TA. 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

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.

When a child is aged between 2 and 3, practitioners review their 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 Exceeding expected levels
- or,
- 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 using an online learning journal on tapestry.

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. **Safeguarding and welfare procedures**

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

7. Monitoring arrangements

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

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