Early Years Foundation Stage (EYFS) Policy





Filby Primary School

Approved by: **Headteacher**	Jo Snelling	**Date:** Spring 2025
Last reviewed on:	1st September 2026	

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023. This document also complies with our funding agreement.

At Filby Primary School we have a Nursery for children aged 2-4 years and a Reception class for children aged 4-5 years.

Our EYFS classes follow the educational programmes for the seven Areas of Learning and Development as outlined in the latest EYFS Statutory Framework.

The Prime Areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Prime Areas are strengthened and applied through four Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Communication and Language underpin all other areas of learning in the EYFS Framework. This is because children typically learn and share what they know through oral communication and language before they can read and write. Communication and Language are also vital for social and emotional development. They enable children to build relationships with their peers and the adults around them, to talk about what matters to them and to express their needs.

Curriculum

Our EYFS Curriculum is carefully planned and well-sequenced to enable all children to make progress by knowing more, understanding more and being able to do more.

Our practitioners plan activities and experiences that enable children to develop and learn effectively. We think carefully about what children already know and can do when deciding what to teach first and support children with gaps in their knowledge so they can access the same curriculum as their peers.

We recognise that communication and language are vital for young children to develop and know that early interactions are crucial to children's language development. We provide an environment that promotes and supports young children's language and communication through frequent, high quality back and forth interaction, building children's vocabulary by commenting on what they are doing, reading to children and engaging them in stories, rhymes and songs, modelling vocabulary and asking questions.

Teaching

Our EYFS curriculum is implemented through planned, purposeful play enhanced by skilful adult intervention. When planning for play, we consider whether children are learning something new or are consolidating previous learning. This helps us consider how much adult support and guidance the children require in their play. When children are learning

something for the first time, we teach them it explicitly. New knowledge, skills and understanding are then followed up by opportunities to practise new learning through play.

Teaching is built on the quality of the relationships between the adults and the children We recognise that children learn to be confident and independent through the development of secure relationships. Staff develop good relationships with all children, interacting positively with them and taking time to listen to them. At Filby Primary we embrace the Ofsted definition of teaching:

'Teaching is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and to monitor their progress.'

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.

Assessment

In the EYFS at Filby Primary, assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's learning. Valuable evidence of both what and how children learn is obtained through observation. Practitioners also take into account observations shared by parents and carers.

We use Tapestry to capture the learning that is taking place across our Nursery – parents interact with this and make their own contributions of home-learning.

Each child's development is assessed regularly with reference to the Development Matters guidance and this information is used to help inform planning for future learning and to identify children in need of additional support with an aspect of their learning or development. We use Wellcomm to assess and support children's communication and language development. If there are significant emerging concerns, or an identified special educational need or disability, practitioners work with parents/carers and the school's SENDCO to develop a targeted plan to support the child's future learning and development.

Practitioners complete the 2-year-old Progress Check for all children attending our Nursery provision between the ages of 2 and 3 years. The progress check identifies a child's strengths, and any areas where the child's progress is less than expected. A short written summary of the child's development in the prime areas is shared with parents/carers and Norfolk County Council.

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

At the end of Reception the EYFS Profile (EYFSP) is completed for each child using the 17 Early Learning Goals. Teachers use their knowledge of each child to decide whether they have achieved each goal or whether they are still working towards achieving them. A Good Level of Development (GLD) is attained when a child has achieved the Early Learning Goals in all of the Prime Areas plus Literacy and Maths. We also review each child's skills and abilities in relation to the Characteristics of Effective Teaching and Learning and provide a short written commentary on this which is shared with parents/carers.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other primary schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

Working with parents and carers

At Filby Primary we recognise the important role parents play in educating children.

We do this by:

- talking to parents about their child before their child starts our school,
- inviting the children and parents to spend time with their teacher in the classroom before starting at school or nursery,
- inviting all parents to an induction meeting during the term before their child starts school or nursery,
- encouraging parents to attend parent teacher/key person meetings to discuss their child's progress,
- encouraging parents to talk to us about what their child has been doing at home,
- running workshops and 'stay and play' sessions to share our approaches to reading, writing, phonics, maths as well as supporting understanding of how children learn,
- encouraging families to read together and support their child's development of reading.

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

Parents/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 wellrounded picture of their child's knowledge, understanding and abilities.

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.

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 2, we have at least 1 member of staff for every 4 children

- For children aged 3 and over:
    - Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
    - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
- In our Reception classes we comply with infant class size legislation and have at least 1 teacher per 30 pupils.

Two members of EYFS staff hold a current paediatric first aid (PFA) certificate.

We promote good oral health in the EYFS through our curriculum and by teaching children about the importance of brushing your teeth. The children in our EYFS have access to a healthy daily snack and we talk about the effects of eating too many sweet things. We work with parents to encourage healthy choices for their child's packed lunch and provide regular cooking opportunities as part of our curriculum.

The rest of our safeguarding and welfare procedures are outlined in our school's Safeguarding and Child Protection Policy.

This policy will be reviewed and updated by EYFS staff and the Headteacher every year.

Appendix 1. 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 Safeguarding and Child Protection policy
Procedure for responding to illness	See EAT Supporting pupils with medical conditions policy
Administering medicines policy	See EAT Supporting pupils with medical conditions policy
Emergency evacuation procedure	See EAT Health and Safety policy
Procedure for checking the identity of visitors	See Safeguarding and Child Protection policy
Procedures for a parent failing to collect a child and for missing children	See Safeguarding and Child Protection policy See Attendance policy
Procedure for dealing with concerns and complaints	See EAT Complaints policy