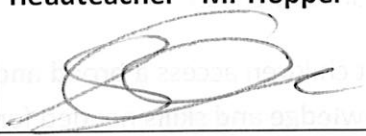
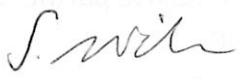


Northstead Community Primary School

Early Years Foundation Stage Policy

'Be the best that we can be'

Document Status			
Date of Policy Creation from NYC template	February 2025	Date of Next Review	February 2026
Date of Policy Adopted by Headteacher 11/02/2025		Responsibility Signed	Headteacher - Mr Hopper 
Method of Communication Policy file/School Server		Responsibility Signed	Deputy Headteacher – Mrs S Wilson 



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1. Aims

This policy aims to ensure:

- That children access a **broad and balanced curriculum** that gives them the wide 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.
- Strong and effective **partnerships with parents/carers and professionals** and the different settings we work with.
- Every child is included and supported through **equality of opportunity** and anti-discriminatory practice.
- **Effective strategies for observation and assessment** that ensure learning and development opportunities are planned, taking account of the needs and interests of each individual child and are assessed and reviewed regularly.

2. Legislation

This policy is based on requirements set out in the Early Years Foundations Stage 2024 (EYFS 2024) framework.

3. Structure of the EYFS

At Northstead Community Primary School, our PAN for each year group is 90, including EYFS. Children come to us from over 25 settings including nurseries, childminders, playgroups and home settings. Upon entry in September, children are assigned into one of three classes. Classes are created based on the information

shared by settings and collected from parents/carers. Each class has a teacher and full time Advanced Teaching Assistant. Pupils are allocated to a Key Worker – this may be the Class teacher or ATA.

The school day is 8:40 to 3:10pm for all Reception pupils (unless a support plan is in place).

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2024 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

Staff plan activities and experiences for children that enable children to develop and learn effectively, across all areas of learning, as well as opportunities to develop their cultural capital.

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 learning journey for each child. 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, staff reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children and scaffold support to ensure all children make good progress from the starting points.

Teachers plan whole class work for phonics, maths and writing, as well as adult-directed learning tasks and key group work. Staff develop a strong continuous provision, and then plan enhanced provision and addition adult directed activities to support this.

Staff use key themes and focus texts to direct children’s learning alongside planning to follow the children’s interests.

4.2 Teaching and 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 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.

The class timetable includes our systematic phonics programme (Read Write Inc) and a timetabled story time/tales toolkit each day. The children are exposed to various key group times in relation to the 7 areas of learning with an emphasis on reading, writing, maths and oracy. They then also have opportunities to develop across the curriculum through continuous provision and adult-led sessions.

Learning opportunities are planned not only in the classroom, but also outdoors, through the use of the Adventure trail, the playground the Quad and the indoor Activity area.

5. Assessment

At Northstead Community 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 observations shared by parents and/or carers on our online platform Dojo. All practitioners are expected to show an understanding of what the pupils know and can do and what their next steps in learning are. They regularly discuss this with leaders to ensure we meet the needs of all pupils within the phase and we adapt timetables, the environment and planning to ensure we continue to be ambitious and supportive for all pupils. The children have a paper based learning journal which tracks any pivotal moments in their development and learning. All members of the EYFS team access, assess and record in these journals. By Spring term the children have a writing book to record a weekly piece of focused writing.

Staff work with the pupils' previous EYFS setting to gather details of their learning journey and assessments so far. Then, within the first 6 weeks that a child starts Reception, staff 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 results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools through the Scarborough Schools Cluster, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority and we fully take part in their moderation process, including the voluntary moderation.

6. Working with parents

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

For transition into Reception, we get to know children and families by visiting them at their EYFS settings, through a new parents' induction meeting and through our Induction visits to school in the summer term. We hold Parent meetings and Stay and Learn sessions in the first half term to show parents/carers how they are settling in. We have an open door policy for parents to speak to staff at the end of the day.

Parents and/or carers are kept up to date with their child's progress and development through their paper Learning Journals, through Class Dojo and an end of year report. 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.

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, along with the class teacher. The key person also helps families to engage with more specialist support, if appropriate.

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.

Our Safeguarding and welfare procedures are outlined in our Child Protection policy.

Other areas of safeguarding taught in our EYFS curriculum include E-safety, how to keep yourselves safe and we have visitors into school, for example the Fire Service and RNLI, to deliver learning about fire and water safety.

We promote good health, including good oral health, in the early years through our PSHE curriculum, assemblies and talking to the children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

8. Monitoring arrangements

This policy will be reviewed and approved by Mrs Wilson, Deputy Head teacher, annually.

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

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 child protection 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 policy
Procedures for a parent failing to collect a child and for missing children	See child protection policy
Procedure for dealing with concerns and complaints	See complaints policy