# Bromstone Primary School

# Early Years Foundation Stage (EYFS) policy

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| **Approved by:** | FGB | **Date: 3rd September 2026** |
| **Next review due by:** | September 2027 | |

## 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) that applies from September 2025.

## 3. Structure of the EYFS

Bromstone School's EYFS setting consists of two parallel Reception classes, catering for children between the ages of 4 and 5.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2026.

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.

There are four guiding principles that shape our practice:
-Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
-Children learn to be strong and independent through positive relationships.
-Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
-Children develop and learn in different ways and at different rates.

Together, these areas of learning make up the skills, knowledge and experiences appropriate for children as they grow, learn and develop. At Bromstone we strive to ensure that each child's learning and development occur as an outcome of their individual interests and abilities so our planned learning reflects this.

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. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

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, 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. There are planned daily opportunities for observations and up-levelling play.

Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of free-play, adult-led and child-led activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Our Teaching and Learning policy states that the following are non-negotiables for the EYFS:

- There is a role play area in one classroom which is changed at least termly
- Free-flow learning takes place inside and outside the classroom. Children are free to select the resource.
- Continuous Provision is provided inside, and outside the classroom
- Carpet sessions are kept to a minimum in both frequency and length
- Focus teaching is the key teaching tool which is pupil-interest led
- Child-initiated play is supported and developed by appropriate adult questioning and should have limited interruptions
- Learning is kept fluid without interruption for unnecessary breaks
- The opportunity to 'Plan, Do, Review' is provided daily
- Phonics is taught daily, from week 2 of the Autumn term

## 5. Assessment

At Bromstone, 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.

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 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, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Learning is recorded on Tapestry, and used alongside floor books to record the wider curriculum.

## 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.

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.

Parents are invited to discuss their children's progress at parent consultations twice a year. Parents are also provided with regular opportunities to discuss their children's progress or concerns with class teachers and teaching assistants at the beginning and end of the school day.

The class teacher is assigned as the 'key person', who helps to ensure that each child's 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.

We organise a range of activities throughout the year that encourage collaboration between child, school and parents (e.g., Stay and Play, Book and Biscuit, Mystery Reader, Show your learning, Sports Day, Christmas production).

We provide space in the children's 'Reading Record' booklets and encourage comments relating to the children's achievements at home through Tapestry.

## 7. Staffing

In our reception classes we always have at least one class teacher and one class teaching assistant. Bromstone Primary School has a robust recruitment procedure in place which ensures that members of staff employed in the EYFS are suitable. Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection, and health and safety. Staff are supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be line managed by the Early Years Lead (Mrs Urban). Line management will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any safeguarding or child protection concerns
- Identify solutions to address issues
- Receive coaching to improve their effectiveness There will always be at least one member of staff on the school premises who has a current pediatric first aid (PFA) certificate, but it is our aim for all EYFS members of staff to be PFA trained. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate. Bromstone Primary School will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the school office.

## 8. Safeguarding and welfare procedures

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

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of eating a healthy well-balanced diet. Understanding what this means.
- The good effects of regular exercise for a healthy lifestyle

The rest of our safeguarding and welfare procedures are outlined in our Safeguarding policy.

Staff engage in supervision sessions for a minimum of three times in the academic school year. These opportunities provide time to talk about safeguarding concerns that staff may have. This information is shared with the senior leadership team where seen as necessary.

## 9. Monitoring arrangements

This policy will be reviewed and approved by The Heads of School 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

| Statutory policy or procedure for the EYFS | Where can it be found? |
|---|---|
| Safeguarding policy and procedures | See Child Protection policy and Online Safety 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 | Complaints policy |