

Sutton in Craven Community Primary School

(Statutory Policy)

Approval - Governing board can delegate



Early Years Foundation Stage (EYFS) policy

We are an aspirational place where learners grow.
Our school is kind and happy and we respect and
celebrate the differences in ourselves, our community
and our world.

Our children become responsible, determined and
independent citizens.

Approved by:	Caroline Dawson	Date: 22/11/22
Last reviewed on:	March 2025	
Next review due by:	March 2026	

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 Early Years Foundation Stage Statutory Framework for group and school-based providers - [November 2024](#)

3. Structure of the EYFS

Our Early Years setting consists of one Reception Class with a maximum admission of 30 children. We have one Reception Class Teacher (who is also the EYFS and Phonics Lead), an advanced Teaching Assistant with experience in EYFS and an additional Teaching Assistant. Senior Leaders, in liaison with the Reception Class teacher and the information gathered from home visits, carefully consider new intakes and risk assess the dynamic and need of the children. This enables our school to ensure staffing levels allow for effective and safe supervision of our youngest children in school. Therefore, there may be cohorts that have an enhanced staffing model to support this. We provide a full time education for children of reception age.

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. 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

The three prime areas will underpin children's learning throughout the EYFS and beyond. Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Learning takes place both inside and outside and each plays a key role in supporting and extending children's development and learning.

Our EYFS seeks to provide:

- Quality and consistency with other early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between school and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

4.1 Planning

Our EYFS practitioners provide opportunities that build upon children's experiences and interests to enable all children to reach their potential in every aspect of their development. We believe that it is vitally important for adults to support children's learning through play. When planning and guiding children's activities we aim to fulfill three characteristics of effective learning and teaching:

- Playing and exploring
- Active learning
- Creating and thinking critically

Wherever possible, learning provided will be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be lifelong learners.

We value the diversity of children and families at Sutton CP and all are treated fairly, regardless of race, religion or abilities. We give all our children every opportunity to achieve their best. We achieve this by actively involving children in their learning and development. We set high, challenging and achievable expectations of all children from the onset of their experiences of Early Years.

Our Early Years Lead works closely with other subject leads to ensure that the building blocks that are planned for in reception are built on through a progressive curriculum. Subject leaders are also aware of where their subjects can be identified within the Educational Programmes and within the long term progressive planning that the EYFS implement.

4.2 Teaching

At Sutton CP School we believe children learn best through real experiences and active learning. We know children learn at their highest level when at play; therefore, we do not make a distinction between play 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.

We aim to provide a rich and varied learning environment, as we know this will evoke children's curiosity and increase their motivation to investigate, explore and enable them to extend their ideas and experiences. The learning environment is made up of the inside and outside areas. Both, which are of equal importance, will be available to the children throughout the day. Children will have the freedom to regularly access both environments during their child-initiated learning time.

Both environments are set up in learning areas, where children are able to find and locate equipment and resources independently. Research indicates being outdoors has a positive effect on the children's development and offers opportunities for doing things in different ways and on a different scale than when indoors. Therefore we ensure children are free 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.

We provide a daily routine which includes child-initiated, teacher-directed and teacher-initiated learning opportunities. We support children's learning throughout child-initiated time and in doing so, we ensure children have opportunities to engage and thrive in all aspects and areas of learning. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

We have developed a positive approach to transition at both ends of the Early Years year in order to allow as smooth a transition as possible from Nursery settings or home, right through to Year 1. It has been developed for both children and parents, as we recognise that this is an important part of a family's life, not just the children's. When starting school all children and parents are offered the same experience which includes:

- Parent information night
- Face-to-face home visits
- Nursery setting visits if appropriate, may include SENCO attending
- Transition visits to school in the term before starting
- Activities to complete over summer
- A staggered start to the academic year designed around the cohort dynamic

5. Assessment

At Sutton CP 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.

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

Throughout the school year Sutton CP School will use the supporting guidance Birth to 5 Matters ([link](#)) to ensure the best possible provision to move learning forward is in place.

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 [Birth to 5 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

We recognise the huge contribution parents make to their child's learning and we work hard to develop and sustain continued good links with parents. Parents are made to feel welcome and valued in their dealings with all members of staff and we consider them to be an integral part of our ongoing cycle of summative assessment. We do this through:

- Inviting all parents to an induction meeting during the term before their child starts school
- Regular communication with home through the child's Reading Record Diary
- Regular home learning with suggested activities for home which links with learning from the classroom
- Encouraging parents to talk to the class teacher in the first instance if there are any concerns
- Formal meetings for parents in the Autumn and Spring term to discuss child's progress in more detail
- Written attainment and progress report at the end of the school year, and the opportunity to discuss this report if you wish

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents will be kept informed of their child's learning and experiences through an online learning journey, Tapestry, where staff will upload observations and media. Parents will be able to view these observations at home, as well as add their own observations from

experiences at home, allowing understanding of the child's learning and for a picture of the 'whole' child to be developed. PDF copies of each child's learning journey will be available for download at the end of the school year.

Each child is assigned a key person (family groups) to help ensure that their learning and care is tailored to meet their needs.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by

- Safeguard children.
- Ensure the adults who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

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

All of our EYFS Team are Paediatric First Aid trained in line with statutory requirements.

8. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Leader every 2 years, or when guidance or statutory requirements change (whichever is sooner).

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	https://www.wherelearnersgrow.co.uk/statutory-information-policies
Procedure for responding to illness	https://www.wherelearnersgrow.co.uk/statutory-information-policies
Administering medicines policy	https://www.wherelearnersgrow.co.uk/statutory-information-policies
Emergency evacuation procedure	https://www.wherelearnersgrow.co.uk/statutory-information-policies
Procedure for checking the identity of visitors	https://www.wherelearnersgrow.co.uk/statutory-information-policies
Procedures for a parent failing to collect a child and for missing children	https://www.wherelearnersgrow.co.uk/statutory-information-policies
Procedure for dealing with concerns and complaints	https://www.wherelearnersgrow.co.uk/statutory-information-policies

Supporting Documents

Early Years Foundation Stage Statutory Framework for group and school-based providers
(DfE January 2024)