

Early Years Foundation Stage (EYFS) Policy

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.

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#). This was last updated in September 2025.

Curriculum

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory handbook.

The EYFS framework includes seven areas of learning and development that are equally important and interdependent. However three 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 four specific areas:

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

A Unique Child

We recognise that every child can be a successful learner who can be resilient, resourceful, (be able to) reason, responsible, reflective, a risk taker and a reader. These are our "7 Rs' of Marnel". We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assembly and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

We recognise that children learn to be strong independent learners from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- Talking to parents about their child before their child starts in our school;
- The children have the opportunity to spend time (this academic year the home visit was either in school or online) with their teacher and teaching assistant before starting school during transition sessions.
- Supporting the children through the transition from pre-school to Reception with the children attending part time during the first week. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all parents to an induction meeting during the term before their child starts school (this academic year this was either in person or available virtually) and again during the first half term of the child's Reception year (this academic year virtually) in order to detail how we aim to work with their child particularly in relation to reading and phonics.
- Inviting parents in to take part in parent outcomes to share in learning experiences in school with their children.
- Parents will be invited to look at the children's learning journeys on our online platform, Seesaw.
- Providing parents an opportunity to celebrate their child's learning and development by uploading activities that their child has completed at home. This is also shared as part of the children's show and tell.
- Written contact through home school reading diary and Seesaw.
- Ensuring all parents know that their child's teacher is their key worker.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision and weekly 'enhanced provision'.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of and interactions with the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journeys. We teach the children "through play, by adults modelling, by observing each other, and through guided learning and direct teaching." (Development Matters, 2023). Play based learning is paramount and our children can direct their own learning from carefully planned opportunities provided by staff. Staff will teach and enhance play, extending as needed to further individual learning. We "'scaffold' their learning by giving them just enough help to achieve something they could not do independently." (Development Matters, 2023).

At Marnel we know that “the development of children’s spoken language underpins all seven areas of learning and development.” (Statutory Framework for the EYFS) and ensure that this runs throughout our entire curriculum. Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

Planning and guiding children’s activities will reflect on the different ways that children learn and reflect these in their practice. At Marnel we support children in using the three characteristics of effective teaching and learning.

These are;

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

(Taken from statutory framework for the EYFS 2025)

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. 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.

Equal Opportunities

All practitioners at Marnel Infant School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting. All children, irrespective of ability, ethnicity, culture or religion, gender and gender identity, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting at Marnel Infant School. See Equal Opportunities Policy for more information.

Special Educational Needs

See Special Educational Needs Policy.

Safeguarding and Welfare

See child protection and safeguarding policies and procedures.

Date: Spring 2026

Review Date: Spring 2027

Appendix 1. List of statutory policies and procedures for the EYFS

All policies are available on the school's website

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See school's Child Protection policy 53d418_b9106f9fcd24ceeb7b98159ae5c5d11.pdf Safeguarding Policy Schools Model Safeguarding Policy
Procedure for responding to illness	See school's Health and Safety policy 45d111_7f13a1f72f06407dbea3abdf565bbfcb.pdf
Administering medicines policy	See school's supporting pupils with medical conditions policy CHILDREN'S SERVICES ASSESSMENT FORM CSAF-004
Emergency evacuation procedure	See school's health and safety policy (See link above)
Procedure for checking the identity of visitors	See child protection and safeguarding policy (See link above)
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy (See link above)
Procedure for dealing with concerns and complaints	See complaints policy complaints-procedure-2024.pdf