



# Early Years Foundation Stage (EYFS) policy

Langstone Primary Academy

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## 1. Aims

This policy aims to ensure:

- 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
- Close partnership working between practitioners and with 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 for group and school providers (Department for Education, 2023)

This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

This EYFS setting is in a Reception year group in a Primary school. The school is a three-form entry school. The EYFS has 90 spaces available for children aged four years; children start school in the September after their fourth birthday. The EYFS operates during school hours, 8:40am-3:00pm daily.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the Statutory framework for the early years foundation stage for group and school providers (Department for Education, 2025).

The EYFS framework includes seven distinct areas that define the curriculum for children's learning and development. These areas are considered to be interconnected, building upon each other to establish a strong foundation for future educational success. Three of these areas hold particular significance as they provide the essential groundwork for all subsequent learning:

- **Communication and Language:** This area fosters the development of children's spoken language skills, enabling them to comprehend and utilise language effectively for various purposes. It also encourages the exploration of diverse communication forms.
- **Physical Development:** This area concentrates on the development of children's gross and fine motor skills, coordination, movement patterns, and overall health and well-being.
- **Social and Emotional Development:** This area equips children with the tools to manage their emotions effectively, build positive relationships with others, cultivate a strong sense of self, and explore their feelings in a healthy manner.

In addition to these core areas, the curriculum encompasses four further areas that complement and strengthen the foundational skills:

- **Literacy:** This area focuses on fostering early literacy skills, including reading comprehension, writing development, and an appreciation for literature.
- **Mathematics:** This area introduces children to basic mathematical concepts, including numeracy, problem-solving skills, and spatial reasoning.

- **Understanding the World:** This area encourages children to explore the world around them, fostering curiosity about people, places, communities, and natural phenomena. It also helps children develop an understanding of their place within the world.
- **Expressive Arts and Design:** This area provides opportunities for children to express themselves creatively through various art forms, including music, movement, drama, and visual arts. It also helps children develop their imagination and aesthetic appreciation.

By providing a comprehensive curriculum that integrates all seven learning and development areas, our early years setting can ensure a holistic learning experience that equips children with the necessary foundation for lifelong success.

#### 4.1 Planning

Staff plan activities and experiences that enable children to develop and learn effectively. To do this, practitioners 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.

The planning of activities and experiences is strongly based on Development Matters to act as a stepping stone to the children's Key Stage 1 learning. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Areas of continuous provision are planned and developed to target the areas that children are felt to be falling behind in.

#### 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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.

Children will work alongside the class teacher on focused learning such as literacy and mathematics. These tasks are sometimes completed in small groups or 1:1, depending on the needs of each child. When children are not working with the class teacher, they are able to access enhanced provision opportunities independently. Whilst working independently, staff will engage and question children on their learning, to move their learning and understanding on.

Activities in our Early Years encompass all seven areas of learning defined by the EYFS framework. This ensures a holistic approach that integrates subjects like Physical Education (PE), Computing, Maths and creative subjects like Art and Design Technology (DT) into the curriculum. Literacy skills are fostered through phonics, reading experiences, and writing opportunities. Religious Education (RE) and Personal, Social and Health Education (PSHE) are also addressed in an age-appropriate manner. By incorporating these diverse subjects, the curriculum caters to all aspects of a child's development, preparing them for a smooth transition to Year 1

The learning environment balances adult-led activities with ample opportunities for child-initiated exploration. This blend fosters independence and encourages children to become self-directed learners while ensuring they receive the necessary guidance and support. Ultimately, this approach equips them with the skills and knowledge needed to thrive in future learning environments

### 5. Assessment

Within the first six weeks of school, EYFS teachers carry out the RBA (Reception Baseline Assessment) with each child to ascertain their starting points. This activity-based assessment focuses on:

- Language, Communication and Literacy

- Mathematics

At Langstone Primary Academy, 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. Practitioners may also take into account observations shared by parents and/or carers.

Termly assessment meetings are held between the EYFS teachers, SENCO and SLT. Through data and assessment, pupils are identified who are at risk of not reaching age-expected levels and discussed within these meetings. Through assessment of each child, staff can plan and implement individual interventions to support children's needs where necessary.

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 (Expected)
- Not yet reaching expected levels (Emerging)

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

## 6. Building Strong Partnerships with parents

At Langstone Primary Academy, we recognise that children thrive when there's a strong partnership between practitioners (teachers and staff) and parents/carers. This collaboration fosters a supportive environment that benefits each child's learning and development.

### Open Communication Throughout EYFS:

We prioritise open communication with parents through:

- **Initial Meeting:** Before the child starts school there is an initial meeting for parents to share information about their child 1:1 with the class teacher.
- **Informal Discussions:** During drop-off and pick-up times, parents have opportunities for brief chats with teachers. These discussions allow for quick updates and address any immediate concerns. A more formal meeting with the class teacher can be arranged if necessary.
- **Email Communication:** Parents can contact the class teacher about any concerns or queries, by emailing the school office.
- **Parents' Evening (Autumn Term):** A dedicated parents' evening is held in the second half of the Autumn term. This provides a structured setting for teachers to discuss how the children have settled in to the structures and routines of the school environment
- **Parents' Evening (Spring Term):** A dedicated parents' evening is held in the first half of the Spring term. This provides a structured setting for teachers to discuss children's progress, including how they've settled into the school environment.
- **Written Report (Summer Term):** Parents receive a final written report towards the end of the Summer term summarising their child's knowledge, understanding, abilities and attainment against expected levels.
- Parents will be invited to workshops on the curriculum throughout the year.

### Key Person System:

Each child is assigned a key person, typically their class teacher. This dedicated staff member ensures that learning and care are tailored to meet each child's individual needs. The key person also supports parents/carers by:

- Guiding their child's development at home through effective communication and collaboration.
- Helping families connect with more specialist support, if appropriate.

By combining these elements, Langstone Primary Academy creates a supportive learning environment where children, parents, and practitioners work together to ensure each child's success.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding and child protection policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the Early Years Leader every 3 years.

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 and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See medicines and supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

<b>Last Review</b>	<b>January 2026</b>
<b>Department/Owner</b>	<b>School Improvement</b>
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