

Review Cycle	2 Years
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Contents

1. Statement of Intent	
2. Aims	
3. Legislation	
3. Structure of the EYFS.....	
4. Curriculum.....	
5. Planning.....	
5. Assessment.....	
6. Working with parents	
7. Safeguarding and welfare procedures.....	
8. Monitoring arrangements.....	
9. Working with parents.....	
10. Safeguarding and Welfare	
11. The Learning Environment.....	
12. Assessment	
13. Staffing	
14. Transitions	
15. Monitoring and Review	

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Reception class.

1. Statement of Intent

At Litcham we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We greatly value the importance of the early years foundation stage in providing a secure foundation for their journey through school. We ensure that we create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. We promote teaching and learning to ensure children are ready to progress into Key Stage One and provide children with a broad range of knowledge and skills that provide the foundation for learning through school.

As outlined in the EYFS Framework 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

The following documents should be read in conjunction with this policy: Safeguarding Policy, Admissions Policy, Health and Safety Policy, Equal Opportunities Policy; SEND Policy; Behaviour Policy.

2. 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.
- Close partnership working between practitioners and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- Staff build positive relationships with all children and meet their individual needs, enabling them to be healthy and feel safe and secure.
- A welcoming, safe and stimulating environment is provided where children are able to enjoy learning and grow in confidence

2. Legislation

This policy is based on requirements set out in the EYFS statutory framework for group and school-based providers: https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_sch

3. Structure of the EYFS

The EYFS setting at Litcham School includes children in Reception Year. The class teacher is the named key worker for all children.

4. Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development. Our early years setting follows the curriculum as outlined in the 2025 Statutory Framework for the EYFS. (September 2025) 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.

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

We recognise that oracy is a life skill to ensure success beyond school, in life and future employment, not only improving academic outcomes. Oracy develops a child's thinking and understanding, in turn promoting self-confidence, resilience and empathy, which supports children's wellbeing.

5. Planning

The EYFS teacher, writes long term and medium-term plans using the EYFS curriculum based on a series of projects and

high-quality texts, each of which offers experiences in all seven areas of the curriculum. Planning remains flexible in order to follow children's interests whilst key skills and knowledge are sequenced throughout the year to support children's development. These plans are reviewed by the senior leadership team. (Please see our plans for more details.) These plans, alongside our observations, then inform our short-term weekly planning which remains flexible for unplanned circumstances or children's responses and interests, captured through spontaneous planning. The school will respond to each child's emerging needs and interests, guiding their development through positive and challenging interactions.

6.

Inclusion

All children are valued as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The EYFS Curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

Children have whole group and small group times as they progress through the EYFS, teaching aspects of Mathematics and Literacy, including shared reading and writing. A daily phonics session using 'Read, Write, Inc.' is organised so that children are grouped based on their reading ability and make speedy progress through these groups. Children will also receive personalised adult support around individual areas of development, for example through Read, Write, Inc. tutoring and precision teaching. SEND in the EYFS will be monitored and managed by the school's SENDCo.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children focus on the 3 prime areas of learning. 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, practitioners reflect on the different ways that children learn and include these in their practice.

7. Teaching

The children learn in an environment set up to provide hands on, play-based learning through "continuous provision" with outdoor learning too. Each area of learning and development is implemented through carefully planned activities, purposeful play and through a mix of adult-directed, adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children engage in long periods of uninterrupted play, allowing them to embed the Characteristics of Effective Learning. By encouraging and celebrating these learning behaviours, the children acquire social, emotional and academic skills to support them as they get older and move onto learning through the National Curriculum (Year 1 onwards). 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 across the primary years.

8. Assessment

Our ongoing formative assessment in the EYFS at Litcham involves:

- Knowing children's level of achievement and interests
- Using that knowledge to shape teaching and learning experiences for each child
- Observing children's progress day-to-day
- Collecting observations from parents and carers
- Responding to these observations in our interactions with children
- Using our knowledge of the child and our own expert professional judgement to comment on their progress
- Supporting a successful transition into Key Stage (KS)1 by informing an ongoing dialogue between practitioners and Year 1 teachers about each child's learning and development

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, or
- 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.

9. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners 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. 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. The key person also helps families to engage with more specialist support, if appropriate.

10. Safeguarding and welfare procedures

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

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- 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 practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. We provide all of these learning opportunities with the characteristics of effective learning in mind:

- Active Learning
- Playing and Exploring
- Creating and Thinking Critically.

11. The learning environment

The EYFS setting is organised in such a way that children can explore and learn in a safe environment and take managed risks in their exploration and play. Children have access to an enclosed outdoor play area and daily outdoor activities, unless circumstances, such as the weather, would make outdoor activity unsafe.

We create a stimulating environment to encourage children to free-flow between inside and out. Each week EYFS children undertake a Forest School session to help them develop key skills, including, but not limited to, communication, collaboration, problems solving and independence.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further through purposeful interactions and carefully planned questioning. Children's next steps in each area of learning are known by practitioners, who help them during continuous provision to develop their skills and master these steps.

12 Assessment

Within the first six weeks of the children starting Reception, the Reception Baseline Assessment will be carried out by the EYFS Lead in a familiar but quiet space. This is carried out following the official statutory guidance for the Reception Baseline Assessment.

As part of our daily practice we observe and assess children's development and learning to allow the school to recognise children's progress, understand their needs, plan activities and assess the need for further support. We record our observations in a variety of ways, on SeeSaw, with photographs and in books. In the Autumn Term, parents are invited to attend a parent's evening to discuss their child's progress and any identified gaps in their learning will be discussed, alongside ways to support. We use SeeSaw to share observations with parents and they can add extra information to their child's profile.

Parents are kept up to date with their children's progress and development by the EYFS Lead and are invited into the classroom every six weeks to look at their children's books and progress.

Within the final term of Red Robins, we provide parents and carers with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning.

Safeguarding and welfare

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures, and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. Please see our separate policies and procedures on Health and Safety and Child Protection for further information.

The DSLs are responsible for safeguarding children and liaising with local children's services as appropriate. They will also undertake child protection training and ensure that they have up-to-date knowledge of safeguarding issues and policy. The current DSL's are displayed on posters around school with their photographs for identification.

Mobile phones and any electronic device that can be used to take images or record videos, including tablets that are owned by staff must not be used when children are present and should be stored safely when children are present. Staff may take personal mobile phones on trips to be used in emergencies when no children are present. Mobile phones are not used to take images or videos at any time.

School devices are provided to staff to take photos and videos. School devices are only used for work-related matters and photographs of children are only taken in the presence of other staff members and with parent's consent. School devices are secured and are not taken off school grounds.

A paediatric first aider with a PFA certificate will be present on the school site at all times and will be available whenever children are present. A paediatric first aider will also accompany children at snack and lunch times on outings. PFA training will be renewed every three years and the certificate will be for a full course consistent with the criteria set out in Annex A of the EYFS Statutory Framework.

All school staff will be required to log details of accidents or injuries via Medical Tracker and will ensure that class teachers and parents are notified of any injuries and the treatment that was given.

13.Staffing

Staff: child ratios in the setting will be in line with the requirements of the EYFS Statutory Framework. Staff included in this ratio will have a recognised qualification that is full and relevant to either level 2 to level 6. The Early Years Qualifications List will be used to determine if a qualification is recognised as full and relevant.

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14. Transitions

Transitions are carefully planned for, and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including pre-schools, nurseries, and child minders. Children attend introductory sessions to Red Robins to develop familiarity with the setting and practitioners. In addition, the Reception teacher visits children in their pre-school setting and families are offered home visits, to help build good, solid relationships.

In the final term in Red Robins, the Year 1 teachers will meet with the EYFS staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children where continued overlap with EYFS needs. Pupils transition into year 1 for up to two weeks at the end of July, meaning they are well prepared for the start of KS1 in September.

15. Monitoring and Review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. Where there is a named Governor responsible for the Primary and EYFS, this Governor will discuss the EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The Head of Primary Phase will carry out monitoring on the EYFS as part of the whole school monitoring Schedule.

