



# EYFS Policy

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## Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. Early childhood is the foundation on which children build the rest of their lives. At Ringway Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

Within this document, the term Early Years is used to describe children within both Nursery and Reception, from two to five years old.

Throughout their experience in the Nursery, every child is provided with a feeling of security, being valued and the confidence to explore new learning. The Reception year is then unique in that it can develop the skills and attitudes needed for more formal learning in later school life.

The EYFS is based on four overarching principles:

- 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; and
- Children develop and learn in different ways and at different rates.

This Early Years Policy includes the following:

- Aims and Principles
- Legislation
- Our Curriculum
- Planning and Teaching
- Involving parents
- Assessment
- Transition Arrangements
- Safeguarding and welfare procedures
- Monitoring

## Aims and Principles

At Ringway Primary, we aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

This policy aims to ensure:

- That children access a broad, balanced and creative curriculum that gives them the broad range of knowledge and skills to set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- The curriculum provided is relevant and provides children with activities which are practical and purposeful. Adults in the EYFS setting will ensure links are made between different areas of the EYFS curriculum, with the emphasis on learning through play and the importance of developing speaking and listening skills.
- Children are provided with opportunities to engage in activities planned by adults as well as those which children initiate themselves. Practitioners must consider the individual needs and interests of each child and use this information to plan enjoyable and challenging experiences across all areas of learning and development.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice. Practitioners respond to each child's emerging needs, guiding development through positive interaction.
- Practitioners ensure that all children feel included, secure and valued.

## Legislation

This policy is based on requirements set out in the [2025 Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#).

## Our Curriculum

Our early years setting follows the curriculum as outlined in the 2025 Statutory Framework of the EYFS. 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 activities and opportunities provided are developed with the four overarching principles of the EYFS at the forefront.

## **A Unique Child**

At Ringway Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning. Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Ringway Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when planning for their learning in the Foundation Stage we set realistic and challenging expectations linked to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively.
- Offering a safe and supportive learning environment in which the contribution of all children is valued.
- Employing resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds and of children from different ethnic groups.
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy).
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and they are enabled to access the curriculum and make good progress.

## **Positive Relationships**

At Ringway Primary School we recognise that children learn to be confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

## **Parents as Partners**

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts nursery and school through phone calls and induction meetings (where possible).
- Arranging, where possible, visits for the children and parents to spend time in their new classroom and outdoor environment prior to starting school.
- Providing a handbook of information within the transition pack relating to starting both Nursery and Reception at Ringway.

- Outlining the school's expectations in the Home-School agreement.
- Providing an induction meeting for families starting both Nursery and Reception to enable parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Making individual phone calls to parents after the initial transition period, early in the academic year to establish how each child is settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through weekly posts on Class Dojo sharing updates, important information and successes of the class. Class Dojo is also used as a reward system to enable parents to see the daily achievements of their child as staff award individual Dojo points.
- Sending home 'Wow Moments' slips in Reception designed to enable parents to record and share their child's achievements.
- Publishing a half-termly Curriculum topic map detailing the areas of learning, the overarching theme of the half-term as well as a range of activities which the children will be able to access
- Offering three parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in each stage of the EYFS e.g. Nursery and Reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.

### **Staff**

In both Reception and Nursery each class has one Class Teacher and additional support staff to meet the needs of the children and remain within the appropriate age-related EYFS ratio. In Two-Year-Old Provision, children are supported by 2/3 Teaching Assistants (ratio-dependent).

All staff in the Foundation Stage aim to develop good relationships with all children, interacting positively and listening to their ideas and fascinations to direct the learning experiences which are planned for and provided.

### **Enabling Environments**

At Ringway Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up with links to the seven areas of learning with planned opportunities for continuous provision. Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. The children are supported and encouraged to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly through risk assessments and daily checklists signed by a member of the EYFS staff.

## **Learning and Development**

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. There are seven areas of learning and development that must shape educational provision in early years' settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime Areas are:

- **Personal, Social and Emotional Development** - children are supported to develop a positive sense of themselves and others; forming effective relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.
- **Communication and Language** - children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- **Physical Development** - children will be provided with opportunities to be active and to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and to make healthy choices in relation to food and their lifestyle.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

These Specific Areas are:

- **Literacy** - Children will be taught to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials and purposeful writing experiences to ignite their interest.
- **Mathematics** - Children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Understanding the world** - Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** - Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children's development and their ongoing progress are assessed and as their Reception year progresses, 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. However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child. Reception pupils also participate in

daily maths and phonics sessions. The teaching of phonics follows the Read Write Inc scheme in line with school policy.

## **Planning and Teaching**

In both Nursery and Reception, staff plan activities and experiences for the children to enable them to develop and learn effectively. The curriculum is planned through a series of themes that reflect and respond to the children's interests, offering experiences in all seven areas of learning with opportunities for both play, adult-led and child-initiated activities. The thematic approach to the planning of continuous provision is supplemented with discrete Read Write Inc phonics and Maths sessions daily once children reach Reception. Weekly continuous provision is planned and developed following the overall half-termly theme whilst continually adapting to the interests, achievements, fascinations and appropriate next steps of the children. All planned activities are clearly linked to the seven areas of learning in the EYFS to provide direction and learning intentions to all staff working with the children indicating their purpose, intended learning outcomes and opportunities to support and challenge high achievers. This ensures all children are being appropriately guided to achieve their potential through the experiences provided in continuous provision activities to reach or exceed the required Early Learning Goals.

Although the Early Learning Goals provide a basis for planning in Reception, staff also take into account the individual needs and stage of development of each child to develop their experience in a personalised way. When a child may have a special educational need or disability, staff consider whether specialist support may be required linking relevant services and outside agencies where possible. Activities for these children reflect the way in which they learn best and are tailored to their individual support plans with appropriate and challenging interventions.

## **Assessment**

At Ringway Primary School, ongoing assessment is an integral part of the learning and development process. In the EYFS assessment happens informally in a range of ways.

### **Observations**

Nursery and Reception staff use daily observations as the basis to shape future planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the future planning.

### **Focus children**

Each week, six children are selected 'focus children' which staff will support and extend closely during access to continuous provision. These children change weekly and have clearly identified targets and next steps which adults will aim to develop with them through guiding elements of their play. This ensures each child is part of the 'focus' selection each half term and all children receive the opportunity to develop their learning supported by an adult in a focussed way. This system ensures observations are gathered for all children across the EYFS to gain a broad bank of evidence of progress and achievements throughout the year.

## **Two Year Check**

The two year old progress check is a statutory assessment tool that is used to summarise children's achievements to determine whether they are developing within their age related expectation. If children attend Ringway Primary School and access the two year old provision, this will be carried out by their key worker after 8 weeks from their start date. Staff will then provide parents with a short written summary of their child's development in a number of areas. This progress check will identify a child's strengths, and any areas where his or her progress is less than expected. Parents will also be given the opportunity to share their views and express the progress of their child whilst in their care.

## **NFER Baseline**

During the first term in Reception, the teacher assesses the ability of each child using a baseline test delivered through a series of questions and using a range of practical resources. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

## **The Foundation Stage Profile**

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 early Learning goals as:

- Emerging – not yet reaching the expected level
- Expected – meeting the expected levels of development

The EYFS Profile reflects ongoing observations and discussion with parents and carers. We make regular assessments of children's learning, and this information is used to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. The teacher keeps progress records and learning journals and records examples of each child's work. Tracking grids are updated at the end of each term to show the progress of each child. At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information with parents in the end-of-year report.

## **End of Year Report**

Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year. These reports include targets for their next school year and link to the Characteristics of Effective Learning described in the EYFS Curriculum.

## Working with Parents

Parents/carers are the child's first and most enduring educators. When Parents/carers and practitioners work together in early years' settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. This is developed by the methods explained in the above section, 'parents as partners'.

Parents and carers are kept up to date with their child's progress and development throughout their time in the EYFS at Ringway. The end of year EYFS Profile helps to provide parents with a well-rounded picture of their child's knowledge, understanding and abilities before they move to Key Stage 1.

## Transition Arrangements

Starting a new setting can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

### Starting Nursery

When starting Nursery and accessing Two Year Old Provision, families are invited for an individual visit to the setting. This is a chance for children and parents/carers to meet staff, ask questions and familiarise themselves with the setting. Families receive a pack of information relating to session times, fees and policies and are encouraged to complete an 'All about me' book to help the children to settle into their new environment and is used as a talking point to communicate about a child's interests, 'special people' and home experiences. When starting Nursery, the setting is flexible with days and times, allowing parent and staff to discuss what is best to each child. During a child's first session, staff contact parents after 20 minutes to inform them of their child's wellbeing. When necessary, parents are contacted more regularly to provide reassurance. Children are assigned a key worker who will work closely with them throughout their time in the setting.

### Starting Reception

Before starting school, the children will receive a transition pack with small activities to develop basic skills, a picture of their assigned coat peg picture to become familiar with and some helpful information for parents. Parents of all children starting in the next academic year will be invited to an open evening and will receive a telephone call to meet their child's new teachers and learn more about the Reception Curriculum. This is an opportunity for staff to:

- Talk through the previously sent school EYFS information
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Explain the arrangements for the induction in to Reception - The children are given an opportunity to come in to school to meet their new class teacher and other children in their class. During this time, they will spend a morning in their new class - this means that before they join their new class the Reception environment is already a familiar place to them. If possible, arrangements are also made for the children's new class teacher to visit them in their current nursery setting. When children join the school in September all children will start school by completing full days. If you feel your child may not cope with these longer, full time sessions this can be discussed with staff and plans can be put place for a longer transition period.

- Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in whole school assemblies as well as sharing playtimes with the Key Stage 1 children. Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term.

## Safeguarding and Welfare Procedures

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

(Statutory Framework for EYFS 2025)

At Ringway Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- Promote good health.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

### Keeping Safe

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Ringway's Safeguarding Children Policy).

## Statutory Policies and Procedures for the EYFS

<b>Statutory Policy and Procedure for EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuations policy	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy

Procedure for 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

## Monitoring Arrangements

It is the responsibility of those working with the EYFS at Ringway to follow the principles stated in this policy. The Head teacher and EYFS Lead will carry out monitoring on EYFS as part of the whole school monitoring schedule. The policy will be reviewed and approved by Mrs Lisa Robson, Head teacher every year. At every review, the policy will be shared with the governing body.