

Early Years Foundation Stage (EYFS) policy

Palfrey Infant School



As a Rights Respecting School we believe:

Every child has to learn and have an education. Article 28 & 29

Every child has a right to be safe from harm and abuse : Article 19

Every child has a right of freedom of expression. Article 13

Every child has a right to be part of a community and practise his or her own religion and use his or her own language Article 30

Every child has a right to rest and leisure. Article 31

Every child has a right to keep healthy Article 24

We believe we fulfil these rights at Palfrey Infant School

Approved by:	Palfrey FGB	Date: 2.7.25
Last reviewed on:	June 2025	
Next review due by:	Summer 2026	

Contents

1. Aims	2
2. Legislation.....	2
3. Structure of the EYFS.....	2
4. Curriculum	2
5. Assessment	3
6. Working with parents and carers	4
7. Safeguarding and welfare procedures.....	4
8. Monitoring arrangements.....	5
Appendix 1. List of statutory policies and procedures for the EYFS	6

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 [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

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

3. Structure of the EYFS

At Palfrey Infants and Nursery School children are able to attend our nursery from the term after they turn 3. Children will be able to attend for 15 hours a week in 3 hour sessions and they will be given a morning session that runs from 8.45-11.45

Currently we do not run 30 hr places due to only having morning Nursery provision.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

4.1 Planning

The planning in Nursery is based around the prime areas of learning building importance for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. In Reception the children will build on these prime areas and focus on the specific areas of learning.

The Nursery planning is based around half termly challenges that run alongside Reception, progressing the knowledge and skills they developed in Nursery. Although planning is used by the EYFS teachers as a guide for weekly planning, plans may be altered in response to the different ways that children learn, to their needs, achievements and interests, and to children learning in the moment.

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.

Planning also takes into account the Early Learning Goals that need to be achieved by the end of Reception and EYFS staff are clear on what steps to take to support the children in achieving them. Staff are also aware of how to prepare the children ready for year 1.

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. Staff 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.

5. Assessment

At Palfrey Infant and Nursery 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).

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 upon request.

6. Working with parents and carers

Palfrey Infants and Nursery School recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development at regular intervals throughout the year in the form of parent's meetings. Parents are invited to an initial 'get to your new teacher/key worker' where the parents find out about how Nursery and Reception work at Palfrey Infants Nursery and School and give them the opportunity to ask any questions. The school also encourage the children to attend these meetings so that they can meet their teacher or key worker and get familiar with their new environment. As the children progress through the year, termly meetings will be held to discuss how their child is progressing. Extra meetings regarding behaviour and SEND needs might be called on a 1-1 basis and if needed could also include the support from the school's Learning Mentor. Parent's are made aware that staff are available to speak to parents before and after school or if they phone the school office other times can be arranged.

In those initial meetings with Nursery parents staff explain the importance of being school ready and support parents in this. We encourage that all children are out of nappies (unless they have a specific SEND need) and that they are developing their self-help skills by putting on their own coat and to use cutlery to eat their food. We also encourage children to not have a bottle anymore or use a dummy as this holds the children back with their speech and communication and language.

Each half term the parents will also be invited in to work alongside their child to see how they learn in action and how they can support their child at home. This includes creative projects, promoting a love of reading, how the school teaches phonics and how to support their child with basic maths and writing. Parents are also invited in for special events such as celebrating different festivals, watching their children in performances and listening to how we read stories and ask questions.

Phonics training workshops

SEND workshops organised by Inclusion Lead

7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- We have at least 1 member of staff for every 13 children : Nursery

For reception classes in maintained schools and academies

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by our PSED curriculum and the school oral health team

- › The effects of eating too many sweet things
- › The importance of brushing your teeth

If you have introduced/want to introduce supervised tooth brushing, insert: We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by EYFS Lead and Head Teacher every 3 years, unless changes need to be made before then.

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 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