

Early Years Foundation Stage (EYFS) policy

Thorns Community Infant School

Thorns Community



Infant School

Approved by: Christine Bolt

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1. Aims

This policy aims to ensure:

- Every child entering the Foundation Stage to start their schooling is included as part of the Park Hill Thorns 'family' as we believe that every individual is important and matters.
- We provide a happy, safe place, nurturing the self-esteem of all and where the well – being of each individual is at the heart of what we do.
- That children access a broad and balanced curriculum which promotes imagination and inquisitiveness and gives them the broad range of knowledge and skills needed for good progress through school and life and inspiring a love for learning with a key focus on developing the characteristics of an effective learner.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- We build a strong partnership with parents and families so that together we can mutually support children's learning.
- 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 group and school-based providers that applies from September 2025](#)

3. Structure of the EYFS

The EYFS at Thorns Community Infant school comprises 2 Reception classes. The children entering Thorns typically come from around 12 different nurseries. The Early Years leader ensures that contact is made with all relevant nurseries, families and outside agencies if appropriate to ensure a smooth transition into school. The children are taught via whole class teaching, group teaching, 1-1 support and teaching and learning opportunities during continuous provision (including enhanced provision) in the indoor learning area, the classrooms and the outdoor learning environment. Staff use sustained shared thinking to challenge, facilitate and extend children's learning. Formative assessment is an integral part of the teaching. The information gained is used to review teaching, planning and provision and identify children who need further support. The importance of the early identification of any SENs is recognised in our EYFS.

4. Curriculum

The EYFS curriculum at Thorns is planned and sequenced with clearly defined progression points incorporating activities and experiences to enable the children to learn and develop in line with the educational programmes as outlined in the latest version of the EYFS statutory framework that applies from 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

4.1 Planning

Our planning across all areas including both classrooms, the shared indoor learning environment, the shared outdoor learning environment, whole class phonics lessons, literacy lessons, maths lessons and story times identifies clear learning intentions and 'focus children' so the purpose behind a planned learning experience is clear to all the team. Such 'focus' children are identified weekly in a meeting with all staff so observations and any concerns can be shared. Staff plan lessons, activities and experiences for children that enable children to develop and learn effectively. There is a strong focus on the 3 prime areas, the characteristics of an effective learner, developing imagination and inquisitiveness and the well-being of the children.

The individual needs, interests, and stage of development of each child are taken into account and this information is used to plan a challenging and enjoyable curriculum. 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 learning in directed learning and continuous provision, we reflect on the different ways that children learn to include in our practice.

4.2 Teaching

We use whole class teaching, group teaching, 1-1 support and adult-child interactions during continuous provision using sustained shared thinking strategies to implement each area of learning. We capitalise on learning moments using our thorough knowledge and understanding of child development and defined progression points. Learning and development is implemented through carefully planned, purposeful play. Children's well-being and igniting inquisitiveness and imagination is at the heart of what we do as well as facilitating the development of the characteristics of an effective learner. We respond to each child's

emerging needs and interests, guiding their development through warm, positive interactions. Formative assessment is an integral part of our teaching to take on an individual's learning in the moment.

5 Assessment

In the EYFS at Thorns, formative assessment is an integral part of the teaching and learning process as we respond to what we see and hear. We capitalise on learning opportunities adapting our teaching as a result of the assessment. We observe our children to identify their level of achievement, interests and learning styles and respond by adapting our teaching. We also take into account observations shared by parents and/or carers. A limited amount of supporting evidence is gathered as appropriate through photographs and videos on Tapestry to support judgements but our own professional judgement and expert opinion is used to make judgements. Summative assessment takes place 4 times in the year: baseline; at the end of the Autumn term; at the end of the Spring term and at the end of the Summer term and a judgement is awarded as whether each child is 'working at' or 'not at' the expectations identified for that time of the academic year.

Within the first 6 weeks that a child **starts reception**, staff 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 and in partnership with other local schools in the Kenilworth Cluster group to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop best when there is a strong partnership between staff and parents and/or carers.

In the Summer term prior to their child starting school, parents are invited to an information meeting to find out more information about the school and our values. This is then followed by further opportunities for parents to meet and chat with their child's teacher, the first being a 'play and stay' session in the second half of the Summer term.

Parents are invited to a family visit the week before their child starts school so that staff can get to know all about their particular child's interests, motivations, anxieties, home- life and relationships at home, and there is an opportunity for parents to ask questions and share information.

Once the children have been in school for a couple of weeks, we hold a parent –partnership meeting to provide further information for parents about life in Reception and the Reception curriculum. This includes specific information about reading.

Parents and/or carers are kept up to date with their child's progress and development through informal conversations, two parents' evenings, a written report and an open evening. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher is the key person assigned to each child to ensure that their learning and care is tailored to meet their needs and we operate an 'open doors' policy. Each Friday a newsletter from The Reception team is emailed to parents outlining the learning for the following week and suggestions for learning opportunities that can be done at home and shared with staff via Tapestry.

7. Safeguarding and welfare procedures

We promote good physical and mental health in the early years by modelling and by talking to children about:

- The effects of eating too many sweet things
- The importance of a balanced diet
- The effects of being active
- Their feelings and using the Protective Behaviour materials to teach that 'feelings are feelings' and there are no good or bad feelings.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Christine Bolt, the Early Years lead and Miss Biggs, the Executive Head Teacher every 3 years.

At every review, the policy will be shared with the governing board.
