

# Amotherby C P School

## EYFS Policy



# December 2025

## **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.
- 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
- A caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs

## **2. Legislation**

This policy is based on requirements set out in the Early Years Foundation Stage Statutory Framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## **3. Structure of the EYFS**

Our EYFS provision delivers an exploration-based curriculum, with opportunities to learn indoors and outdoors. Children are supported in developing and extending their interests through a variety of stimulating and challenging spontaneous and pre-planned activities.

Our EYFS environment is equipped with a variety of learning resources – places to explore, investigate and be creative. The Outdoor environment provides natural settings with challenges and opportunities for children to think critically on a larger scale, free from the restrictions of indoors.

## **4. Curriculum**

Our early years setting follows the curriculum 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**

Staff plan activities and experiences for children that enable children to develop and learn effectively.

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 experiences. We extend children's learning through observing, getting involved in their play, supporting their thinking and asking open-ended questions.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their future planning.

## **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a balance of adult led and child-initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year.

The children in our setting have a daily whole class phonics and maths session. We listen to children read in small groups three times a week and have small group Guided Writing sessions, the children have whole class weekly PE, RE and PSHE lessons.

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 Amotherby CP School, assessment in the EYFS takes the form of observation, photographs, videos and teacher judgements and this involves the teacher and other adults as appropriate. Observations, photographs and videos are uploaded to Tapestry, a secure web based programme that can be accessed at home by parents. Children and parents are encouraged to be involved in the next steps for learning through sharing the children's learning journeys, the use of Tapestry and parent consultations.

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.

## **6. Working with parents**

We 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. Termly parents evenings and the end of year report help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of exercise and a good diet.

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