



St Giles CE Primary School

Early Years Foundation Stage (EYFS) policy

This policy has been reviewed to ensure the Rights of the Child are upheld. In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The Convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of who they are, or where they are from. The UN General Assembly adopted the Convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty.

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2)

Approved by:	Full Governing Body	Date: 18.9.25
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Next review due by:	30.9.27	

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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 [EYFS statutory framework for group and school-based providers](#) published in July 2025.

Structure of the EYFS

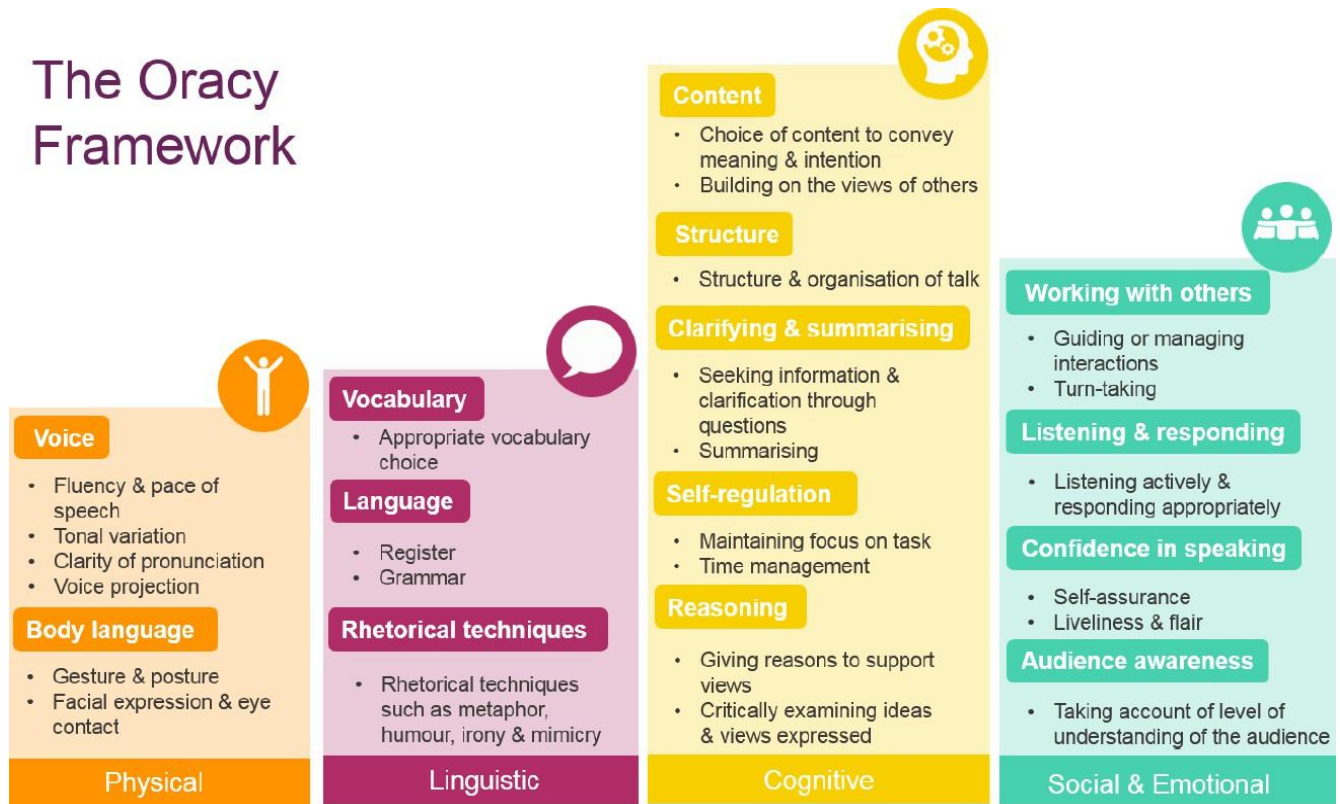
Nursery Provision (8.45am-11.45am) 12.15pm-3.15pm (30 Hours Available)

Reception (8.45am-3.15pm)

3. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025. It is also underpinned by the school's Oracy Policy.

The Oracy Framework



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

3.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. To do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

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, staff reflect on the different ways that children learn and include these in their practice.

The school uses Cornerstones to plan learning with each unit beginning with a memorable experience to hook the children in and spark their curiosity. During the Engage stage, children will have time to play and explore the themes within the project. You can use these activities to find out about the children's existing knowledge and interests, to support further planning.

Develop stage

This stage offers teacher directed tasks that cover all aspects of learning and support the children to acquire fundamental knowledge and skills across the whole early years' curriculum. Each task links to an enhanced provision idea, so that the children can develop skills and explore their learning independently. We also provide examples of key prompts and questions that help to extend children's knowledge and challenge their thinking.

All activities are differentiated with a choice of both Nursery and Reception small group tasks. This allows you to tailor your curriculum to suit the needs of your children.

Innovate stage

After developing children's skills and knowledge across all aspects of learning, the Innovate stage provides opportunities for children to apply them in new and exciting ways. It supports them to make links with their experiences, work collaboratively and solve problems together.

Express stage

Finally, in the Express stage, children have the chance to reflect on their learning and share their experiences with others.

3.2 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.

4. Assessment

At St Giles CE primary 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.

5. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. As well as the class teacher, the school also has a Family Support Manager (Mrs Leonowicz) who can also support with advice and concerns.

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. Teachers provide regular updates and hold termly meeting to discuss progress.

6. Safeguarding and welfare procedures

Safeguarding and welfare procedures are outlined in our safeguarding policy.

7. Monitoring arrangements

This policy will be reviewed and approved by the Full Governing Body every 2 of years.

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



UNITED KINGDOM

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

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

