



**CALTHORPE  
ACADEMY**  
Skills for the life we want

# EYFS Policy

\*All policies are electronically signed via Governor Hub

Ratified by the Local Governing Body

Signed by the LGB

**Date:**

To be reviewed every 2 years:

**Date:**

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### 1. Introduction – EYFS at Calthorpe

This introduction should be read in conjunction with the EYFS policy set out in Sections 1-8

Children start to learn about the world around them from the moment they are born and we aim to build upon this through the care and education that is offered in our Early Years classes. We provide pupils with interesting, stimulating activities that are appropriate for their age and stage of development. In our Early Years classes we provide a safe, secure and stimulating environment in which we aim for each child to thrive.

At Calthorpe we cater for pupils with various additional needs including ASD, SLD and Complex Needs. We offer tours of the school for parents in order for them to view the school and see the facilities that we offer.

As this may be the first school placement for a lot of our pupils we offer different ways to introduce them into our provision with the aim of creating a seamless transition. We will carry out visits to gather information before the pupil starts Calthorpe, such as visiting their current provision (if they are accessing any nursery provision). This is to ensure we are able to further understand pupils needs and observe how they interact with others, play and learn. If pupils are at home we will schedule a home visit to gather

information from parents and meet the child to ensure we are able to best support them at school.

## **2. 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.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

The overarching aim of the EYFS is to help young children stay safe, be healthy, enjoy and achieve, make a positive contribution, and achieve economic well-being by providing:

- quality and consistency, so that every child makes good progress and no child gets left behind
- a secure foundation which creates learning and development opportunities that are planned around the interest and needs of the children which are informed by regular assessments and reviews
- partnership working between practitioners, parents and carers
- equality of opportunity ensuring that there is no discrimination and every child is included and supported.

The four guiding principles which shape our practice are:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

### **3. Legislation**

This policy is based on the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2025 (DfE, July 2025). It is underpinned by the Childcare Act 2006, the Early Years Foundation Stage (Learning and Development Requirements) Order 2007, and the EYFS (Welfare Requirements) Regulations 2012.

### **4. Structure of the EYFS**

The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. This covers Nursery and Reception year groups. Our EYFS provision seeks to provide:

Quality and consistency in all early years classes, so that every child makes good progress and no child gets left behind.

A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.

Partnership working between practitioners and with parents and/or carers.

Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

### **5. Curriculum**

Our Early Years Setting classes follow a curriculum based upon the key principles as outlined in the 2025 statutory framework of the and designed around the seven areas of learning and development 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 building a foundation igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

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

Pupils within the EYFS follow a curriculum pathway based on their individual needs these are:

Learning for Life

Foundations for Life

Engagement for Life

All 3 of these Pathways have curriculums that are centred on the guiding principles of the EYFS framework and focus on core skills such as; interaction and communication, self-help and independence and physical development skills.

### 5.1. Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas and take into account the skills that children need to learn in order to thrive throughout their lives. The prime areas are then strengthened and applied through the 4 specific areas. Staff plan for the pupils to have new experiences outside of the classroom environment including visits out of school as well as continuous provision within the outdoor 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. Staff will also consider whether specialist support is required, and refer to these specialist services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice linking to the characteristics of effective learning.

## 5.2. Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

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.

Staff plan for continuous provision and use the outdoor space for pupils to generalise the skills they have learnt through adult led small group sessions. This continuous provision plan includes individualised targets and activities are linked to stories, seasons and festivals.

Language development and communication is planned for across all seven areas of learning developing the firm foundations for children to communicate their needs using additional resources such as symbols as required.

Staff use their knowledge of the EYFS to link teaching to the Characteristics of Effective Learning and there is a focus on encouraging independence skills through play based activities as well as self-help specific activities.

## 6. Assessment

At Calthorpe Academy 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 and wow moments are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

When a child is aged 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Staff use developmental stages to track the progress of children, this is derived from Development Matters in the Early Years Foundation Stage (EYFS)

Evidence for learning is used to complete pupils' learning journeys and this learning journey is shared with parents termly.

Within the first 6 weeks that a child **starts Reception at Calthorpe** staff will administer the Reception Baseline Assessment, assessing where the pupils are in relation to the Statutory Framework.

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, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **7. Working with parents**

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

Parents and/or carers are kept up to date with their child's progress and development. Communication books are used daily to ensure parents and/or carers are kept informed of their children's daily progress.

At Calthorpe Academy we have ½ termly stay and play sessions for our EYFS pupils and this gives a further opportunity for parents and/or carers to work alongside staff to further support children's development.

There are 6 week reviews which take place with parents and/or carers when their child starts in our setting this ensuring that home school links are established effectively. The progress check if applicable (age 2) and EYFS learning journeys help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key worker (key person) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports teaching staff who in turn discuss with parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## **8. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

As those working in the early years sector will be aware, the Early Years Foundation Stage (EYFS) framework requires providers to take all necessary steps to keep children safe and well – and providers must be confident that those responsible for preparing and handling food in their setting are competent to do so.

This includes preparing food hygienically, providing meals that are healthy, balanced and nutritious, as well as making sure that food is prepared appropriately for babies and children of different ages, for example mashed, pureed or cut into appropriately sized and shaped pieces where it could be a choking hazard. The EYFS learning and development requirements also state that children must be helped to make healthy choices in relation to food.

At Calthorpe any food prepared in classes follows food hygiene standards and all staff are trained in Food Hygiene and Safety for Level 2.

Learners have access to healthy snacks throughout the school day as well as breakfast during morning sessions, learners also have access to water and visual aids are displayed around the classrooms to support pupils to make requests for snacks and drinks. At meal times, pupils are offered a balanced meal and in some classes pupils are offered the opportunity to self-serve their own salad and vegetables.

At Calthorpe we understand that providing healthy, balanced and nutritious food ensures that all children get the right amount of nutrients and energy they need while they are growing rapidly, which is especially important for children who might not have access to healthy food at home.

We aim to develop positive eating habits early on and know that children's early experiences with food can shape future eating habits. This can impact children's long-term health including maintaining a healthy weight, and good oral health.

We follow the tooth brushing programme toolkit [Improving oral health: supervised toothbrushing programme toolkit - GOV.UK](#) for safety around supervised tooth brushing to promote good oral health, as well as good health in general. In the Early Years classes, we offer pupils regular opportunities to brush their teeth on a daily basis as part of their self-help and independence sessions.

## **9. Monitoring arrangements**

The Senior Lead for EYFS is responsible for the monitoring of this policy.

At every review, the policy will be shared with the Local Governing Body.

## 10. Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See safeguarding policy.
Procedure for responding to illness	See Medical 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 safeguarding policy.
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy.
Procedure for dealing with concerns and complaints	See complaints policy.

**11. Changes**

<b>Description</b>	<b>Date</b>	<b>Page</b>	<b>Section</b>
Legislation –Updated guidance added.	1/12/25	4	3
Curriculum information updated guidance added.	1/12/25	4	5
Additional paragraph added regarding providing healthy, balanced and nutritious food. Link to updated guidance added.	1/12/25	8	8