

Early Years Foundation Stage (EYFS) Policy

Steeple Claydon Primary School and Pre-School



Approved by:	Governor Resources Committee	Date: Spring 2026
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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
- 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

2. Legislation

Steeple Claydon School

This policy is based on requirements set out in the 2025 [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101311/Statutory_framework_for_the_early_years_foundation_stage.pdf)

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

3. Structure of the EYFS

Our Early Years is made up of Steeple Claydon Pre-School and one Reception class. Each has its own classroom and outside area.

The Pre-School provides care and education for children from 2 to 4 years of age. We offer both privately paid and funded places; including 2-year-old funding and 30-hour funding (where the government funding criteria is met) and universal free early education which is available for all children the term after their third birthday and working parent entitlement.

The Pre-School school is part of the school as a whole and is taught by a qualified teacher. Our Pre-School is popular and we do often have a waiting list for places so please contact us early to ensure that we can offer you the childcare you need. EYFS is lead by our Early Years Lead.

Pre-School is open in school term times during the following hours;

Mon - Fri morning session 8.45am - 11.45am lunch session 11.45am - 12.15pm afternoon session 12.15pm - 3.15pm. Wrap around care is being planned (7:30am-6pm) from September 2026, dependent on there being enough take up.

Children move to the Reception Class in the academic year of their fifth birthday.

4. Curriculum

Our early years practice follows the curriculum as outlined in the Learning and Development Requirements section of the 2025 statutory framework of the EYFS. This specifies the requirements for learning and development which shapes activities and experiences (educational programme) for children in all early years settings.

There are seven areas of learning and development; all areas of learning and development are important and inter-connected.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

These areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

The prime areas are strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

As a school we have developed our own curriculum based on the seven areas of learning and development, which is tailored to our children's specific needs within the community of Steeple Claydon and surrounding villages. The curriculum is structured in its progression in skills, knowledge and development from two-year olds through to when they leave Reception. Within this curriculum, we ensure children have the specific skills to join the wider school community and are prepared for the transition into Key Stage 1.

4.1 Planning

Staff plan activities and experiences 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 three 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 and adjust their practice appropriately to meet the needs of all children. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with outside agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn. All staff are aware of the characteristics of effective teaching and learning which are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The planning is developed and built up throughout the Early Years to enable the children to achieve the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year

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. 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, in Year 1.

5. Assessment

At Steeple Claydon 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. Practitioners also take into account observations shared by parents and/or carers.

When a child is aged between 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.

Within the first six weeks of children starting in our Reception class, they complete a statutory assessment; The Reception Baseline Assessment (RBA). This is used to inform the teacher of the level of development the child is working at and any areas which may need additional support.

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 ('expected')
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. 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. The 2 year old 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. Prior to a child joining us, the Pre-School and Reception teacher conduct a home visit; parents/carers of Pre-School children are also invited in for settling in sessions. Reception parents/carers are invited to attend a welcome meeting. Twice a year, parents are invited to attend a parent consultation with their class teacher and parents receive a detailed end of year report. Throughout the year, parents are invited to attend celebration events within the Early Years.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports 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. In Reception, the key person is the Class Teacher.

We use Seesaw; an online learning platform, to communicate with parents through observations of their child's learning and achievements, regular newsletters and learning updates and through notifications and private messaging.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our child protection policy and encompass The Safeguarding and Welfare requirements within the 2025 [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101311/early-years-foundation-stage.pdf)

8. Monitoring arrangements

This policy will be reviewed by Harry Sperring (Headteacher) and Georgina Tapping (EYFS leader) every 2 years.

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

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

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

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