

Early Years Foundation Stage (EYFS) policy

Longworth Primary School



Approved by:	Becky Butler	Date: 17.12.25
Last reviewed on:	December 2025	
Next review due by:	November 2027	

Contents

1. Aims	2
2. Legislation.....	2
3. Structure of the EYFS	2
4. Curriculum	2
5. Assessment	4
6. Working with parents	4
7. Safeguarding and welfare procedures.....	4
8. Monitoring arrangements.....	4
Appendix 1. List of statutory policies and procedures for the EYFS	6

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 [2025 Statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

At Longworth the foundation stage is staffed by individuals who are dedicated to the education, care and wellbeing of early years children.

we have Fox Cubs which is our Preschool Provision for 2 - 4 year olds and Fox Class which is our Reception class. They are in separate buildings but share and outdoor area and often work together.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2025 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. The three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

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

The Early Years in Longworth plan from the progressive, sequential and challenging curriculum that develops the learning and development of the children. These curriculum documents can be found on our website. We use the curriculum and the interests of the children to plan weekly and daily activities and experiences for children. Our careful and reflective planning enables us to create an environment in which children develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. Our Key Workers system ensures that staff in Fox Cubs know their key children well, including their next steps and can plan to facilitate these.

Staff 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.

4.2 Teaching

We aim to provide a broad and rich curriculum that:

Nurtures the needs of each individual child and allows children to learn in a way that suits their individual need

Encourages a love of learning

Stimulates 'curious minds' to actively investigate, explore the world, develop independence and solve problems

Encourages resilience and perseverance

Proactively encourages good physical and mental health

Promotes kindness to self and others

Builds children's Cultural Capital using experiences and visits to create memorable moments of awe and wonder

Encourages a love of books placing quality texts at the center of our learning

Is progressive and sequential throughout the Early Years and ensures children are ready for Key Stage 1

Enables parents to act as a key partner in their child's education

Core Values and Principles:

At Longworth Primary School we follow the new **Early Years Foundation Stage Framework (2025)**. Within this framework there are four **guiding principles** which shape our practice.

These are:

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.

Children learn to be strong and independent through **positive relationships**.

Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Learning Environment

We create an Early Years environment that enables learning through positive relationships, quality interactions, responsive provision, both continuous and enhanced. Children have a key person whilst in Fox Cubs and Foxes, a relationship which is very important in facilitating the child's next steps in development and learning.

At Longworth Primary School our learning environments are:

Active

Reflective

Consistent

5. Assessment

At Longworth 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.

When a child is **aged between 2 and 3**, staff 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.

When a child starts at Longworth Primary school, they are assessed using the Wellcomm speech and language toolkit. This identifies potential language difficulties. Intervention activities are then put in place in areas where additional support is needed. Pupils are then reassessed to measure progress.

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 work to enable parents to act as a key partner in their child's education and 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. 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.

Each child is assigned a key worker 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.

We use Tapestry to share photos and observations from a child's day and encourage parents and carers to share information from home in the same way. We have Parent Teacher Interviews twice a year and send out an annual report. Staff are always available for conversations and deal with these sensitively and privately where necessary.

7. Safeguarding and welfare procedures

We promote good health in general. We recognize the importance of oral health and have received the SMILES award for our ongoing work in this area.

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 Lead Governor for EYFS: Becky Butler every 2 years.

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

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

Statutory policy or procedure for the EYFS	Where can it be found? https://www.longworthprimaryschool.uk/policiesa27c27c7
Safeguarding policy and procedures	Key Information – Policies - Safeguarding
Procedure for responding to illness	Key Information – Policies – Medical Conditions
Administering medicines policy	Key Information – Policies – Drugs Policy
Emergency evacuation procedure	Key Information – Policies -
Procedure for checking the identity of visitors	Key Information – Policies -
Procedures for a parent failing to collect a child and for missing children	Key Information – Policies -
Procedure for dealing with concerns and complaints	Key Information – Policies – Complaints Policy