



Friskney All Saints C of E Primary School

Early Years Foundation Stage (EYFS) policy

Last reviewed on: January 2026

Next review due by: January 2027

Contents

1. Aims	2
2. Legislation.....	3
3. Structure of the EYFS	3
4. Curriculum	3
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	5

1. Aims

This policy aims to ensure:

- That our school vision and mission statement is reflected throughout our early years setting and curriculum

Friskney All Saints Mission Statement and Vision

'Trust Shows The Way'

Our small rural school welcomes and includes everyone as a child of God. We recognise that every person has value and deserves the best we can give. Our education **explores old and new horizons**, and strives to **deliver a rigorous curriculum of excellence** so that each person is empowered to **realise their gifts** to the full. We offer challenge, support and loving commitment so that each person can engage in the world with resilience, hope and wisdom. We have faith in God and faith in each other.

"Show me the way I should go, for to you I entrust my life."

Psalm 143.8

Our Vision is underpinned by our school values of Love, Trust, Kindness, Hope and Respect:

Exploring Old and New Horizons - Respect

Striving for Excellence – Hope, Trust

Realising our Gifts – Love, Kindness

- That our **rigorous curriculum of excellence** allows children to 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
- At Friskney we believe that every child is a child of God. **We recognise that every person has value and deserves the best we can give.** This policy lays out our intention that 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

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

3. Structure of the EYFS

At Friskney All Saints we have Nursery provision from age 3yrs as well as our Reception children.

Our Nursery welcomes children from the 'big' term after their 3rd birthday and we accept children with 15 hrs funded, 30 hrs funded, and those who wish to pay for additional hours for their child.

Children are able to attend for morning sessions:

Monday -Friday 8.30am-12.00pm

Afternoon sessions:

Monday – Friday 12.45 -3.00pm

Full day sessions:

8.30am-3.00pm

Or any combination of the above.

Admission forms are downloadable from the school website and additional sessions that are to be charged must be paid for in advance and are done so via the school's MCAS system.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory 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

4.1 Planning

Staff plan activities and experiences for children that enable children to 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.

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.

Details of our early years curriculum can be found on the school website.

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. 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.

5. Assessment

At Friskney All Saints, 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.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

Throughout their time in EYFS, teacher assessments are reported to the LAAT each term using the trust's EYFS Checkpoint Trackers and are subject to scrutiny by the MAT.

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:

- On track, meeting expected levels of development
- Not on track, not yet reaching expected levels.

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 within the LAAT, 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. We use Tapestry as our main platform of communication and each week updates are shared. The school host two formal parents' evenings each year to allow a full update on all areas of the child's education. A written report on the child's effort, progress and whether they have reached GLD (Good Level of Development) is sent out during the summer term each year.

7. Safeguarding and welfare procedures

We promote positive oral health and mental health as well as good health in general. In the early years, this happens via our development of personal, social and emotional development. We use Jigsaw to deliver this area of learning. Further reinforcement happens during collective worship as well as adhoc opportunities as a need or interest develops.

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

8. Monitoring arrangements

This policy will be reviewed and approved every year.

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?
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