

EYFS Policy

Thomas Jolyffe Primary School

To be the best we can be!



Approved by: I Kashani

Date: September 2026

Last reviewed on: October 2024

Next review due by: September 2027

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”

(Statutory Framework for the Early Years Foundation Stage for England)

Introduction

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the Reception Year.

At Thomas Jolyffe Primary School, children join Reception class in the academic year they turn five.

In the EYFS we believe that all children are entitled to the best possible start to their school life, both academically and emotionally, in order for them to fulfil their potential.

This is a crucial time for developing children’s enjoyment of learning, their engagement and motivation.

Children will begin their school life with a wide range of previous experiences. At Thomas Jolyffe we provide opportunities for all children to succeed in an environment which is caring, nurturing and where every child is a valued individual.

Intent and Aims

The EYFS is based upon four principles:

- A Unique Child – developing resilient, capable, confident and self-assured individuals.
- Positive Relationships – supporting the children in becoming strong and independent.
- Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and Developing – An acknowledgement that children learn in different ways and at different rates.

In the EYFS at Thomas Jolyffe we strive to support children to achieve these 4 principles by –

- Providing a safe, challenging, nurturing and positive environment which is sensitive to the needs of all children
- Recognising and valuing that all children are unique, understanding they develop in individual ways
- Enabling choice and decision-making. Fostering independence. Nurturing self-confidence and self-esteem
- Providing a broad, balanced, relevant and creative curriculum that will engage children as learners and set in place firm foundations for future learning in Key Stage One and beyond
- Providing opportunities which reflect children’s interests to encourage and develop their natural desire, excitement and motivation to learn
- Providing experiences which build upon children’s existing knowledge and understanding in order to challenge, stimulate and extend their learning
- Providing high quality learning opportunities in the whole environment, both inside and outside.
- Working in partnership with parents/guardians - valuing their contributions and knowledge

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, rewards – such as star of the day, to encourage children in developing a positive attitude to learning.

Inclusion/Special Educational Needs (SEND)

All children and their families are valued at Thomas Jolyffe. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments, take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of additional needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Special Educational Needs Co-ordinator (SENDCO) and members of the pastoral team are called upon for further information and advice.

Appropriate steps are taken in accordance with the school's policy for SEND.

Inclusive Practice

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Striving to provide a rich, relevant curriculum for all pupils, regardless of gender, race, ethnicity, religion, disability etc
- Using a wide range of teaching strategies based on children's learning needs; providing a wide range of opportunities to motivate and support children and to help them learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.
- All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare our pupils to become full and active in an ethically and culturally diverse society

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Thomas Jolyffe we understand that we are legally required to comply with the welfare requirements as stated in Section 3 of the Statutory Framework for EYFS.

We also understand our roles and responsibilities in relation to the statutory guidance **Keeping Children Safe in Education (KCSIE) 2026**.

Positive Relationships

At Thomas Jolyffe we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most influential educators and we value the contribution they make. We do this through:

- Talking to parents about their child before they start school through informal home visits.
- Giving children the opportunity to spend time with their teacher before starting school during play session visits and nursery visits.
- Supporting children through the transition from nursery to Reception via a staggered start to school. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all parents to an induction meeting during the term before their child starts school in order to share how we will work with their child.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Family picnics, sibling shared story times, school visits, school plays, Mother's Day Tea Party, Christmas Tea Party etc
- Providing parents an opportunity to celebrate their child's learning and development by completing observations using Class Dojo which inform planning and provision.
- Ensuring all parents know their child's teacher and Teaching assistant are their key workers.
- Providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to both an indoor and outdoor learning environment. These are organised in discrete areas of learning with planned continuous provision activities.

Effective teaching and learning builds and extends upon prior learning experiences and follows children's interests. Planning is informed by observations of the children to ensure their current interests and experiences are valued and developed.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Areas of learning are delivered through planned, purposeful play, with a balance of adult-led and child initiated activities.

Staff will enhance play and extend, when appropriate, to further individual learning.

Hygge Accredited Setting

In the academic year 2021-2022, teaching staff successfully completed a 12 month "Hygge in the Early Years" training course through KSEY Consultancy.

Learning

There are seven areas of learning and development of which three are prime areas, and four are specific areas.

Prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas of learning are underpinned by the Characteristics of Effective Learning (see below)

Characteristics of Effective Learning

Planning and guided children's activities will reflect the different ways that children learn. At Thomas Jolyffe the three Characteristics of Effective Learning are embedded in our daily practice.

- 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.

(Taken from statutory framework for the EYFS 2021)

Appendix 1: Educational Programmes (Early Years Foundation Stage (EYFS) Statutory Framework for England)

Assessment and Recording

Ongoing formative assessment is an integral part of the learning and development process at Thomas Jolyffe. It involves staff knowing children's stages of progress, achievements and interests, in order to shape teaching and learning experiences for each child. Assessment at Thomas Jolyffe does not involve prolonged breaks from interacting with the children. When assessing whether a child is at the expected level of development, staff draw on their secure knowledge of the child, their professional judgement, in school and local school moderation meetings.

Children will complete the **statutory Reception Baseline Assessment (RBA)** within the first 6 weeks of joining Reception (regardless of when they join, unless they have previously undertaken the assessment)

The RBA is an age-appropriate assessment of early mathematics and literacy and communication and language – it is delivered in English.

The purpose of the RBA is to provide an on-entry assessment to be used as a starting point from which a cohort-level progress measure to the end of Key Stage 2 (KS2) can be created.

On entry to Reception, staff use their professional judgement – based on observations and activities, to record starting points for children's level of development. The non-statutory **Development Matters** guidance is used by staff, alongside professional knowledge of child development, to support assessment and planning.

In the final term of the year in which the child reaches age five, the Early Years Foundation Stage Profile is completed for each child.

In the final term of the year in which each child reaches the age of five, practitioners complete the Early Years Foundation Stage Profile (EYFSP). Children are assessed against the 17 Early Learning Goals (ELGs), and each goal is recorded as either **Expected** or **Emerging**.

Transition

From nursery/pre-school settings:

During the summer term prior to a child's entry into the Reception Class, the following procedures have been put into place to ensure successful transition:

- The children are invited to a stay and play visit to their Reception Class. These visits are with parents. (Summer term prior to September start)
- Parents are given an 'A-Z pack' where daily routines and general information about the Reception Class is explained. (Summer term prior to September start)
- Parents are invited to a meeting to ensure they know about school procedures, allocation of class and to gain an understanding of how the EYFS works at Thomas Jolyffe School.
- Staff strive to ensure, where possible, they call all nursery/pre-school settings. (Summer term prior to September start)
- Home visits, during the Summer Term.
- Parents are encouraged to complete 'A Contribution From Home' and 'All About Me' sheets. These are used during the Autumn term to support transition and to inform planning.
- September – a highly organised, staggered induction is planned to ensure a positive start to school life for all children. This also enables staff to quickly build up a picture of individual children.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and staff with a well-rounded picture of a child's understanding and abilities, their attainment against Early Learning Goals and their readiness for Year 1.

The Profile includes on-going observations, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the Early Learning Goals. The profile indicates whether children are meeting **expected** levels of development or not yet reaching expected levels, **emerging**. Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key Characteristics of Effective Learning. This informs the dialogue between Reception and Year

1 teachers about individual stages of development, learning needs and assists with the planning of activities at the start of Year 1.

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy.

The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed regularly. Miss I Kashani (Reviewed, September 2026)

APPENDIX 1:

Appendix 1: Educational Programmes 1.6. (EYFS Statutory Framework for England)

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the

foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.