



Early Years Foundation Stage (EYFS) policy

The Bridge School

Date of Adoption:	May 2024
Review date (every 2 years):	May 2026

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 [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/712222/early-years-foundation-stage-eyfs-statutory-framework-2021.pdf)

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

3. 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.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that was last updated in January 2024.

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

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

- Pre-formal Pathway
- Semi-formal Pathway

- Formal Pathway

All 3 of these curriculums are centered 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.

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.

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. During the summer term children begin to get ready for this through carefully planned and implemented transition.

For pupils who are working at early stages of development, they work on cross-curricular skills and knowledge that underpin all subjects. The planned curriculum topics provide a theme/context for multisensory delivery. Pupils work cross-curricular priority areas of learning often including those set in IEPs, linking to the 12-month outcomes in the EHCP. The planned topics enable pupils to access a wide range of creative and exciting planned activities to extend and build on known interests and motivation. The curriculum themes also enable repetition to sustain each pupil's achievements. There is an intensive focus on all aspects of communication and personal outcomes and engagement through the themes.

The curriculum is supported by a wide range of enrichment activities including off-site visits, and visits by a variety of different organisations, assemblies, and celebrations.

5. Assessment

At The Bridge 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. Achievement and progress of pupils in EYFS working through the Development Matters is monitored through small-steps achievement embedded within our assessment pathway and illustrated both numerically and visually to show the breadth of achievement in each strand and to highlight any strengths or areas of difficulty. Analysis and identification of what constitutes 'good and better' progress for these pupils from various starting points is undertaken. In addition, lateral progress is evidenced for pupils with the highest level of difficulty and contributes towards the acknowledgment of small-steps progress aiming to be in line with or exceeding national

expectations over time. The Engagement Profile and Pre-Formal Assessment Pathway are used together to assess these pupils.

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.

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 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 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.

We listen carefully to parents about your child's likes and dislikes and your priorities for their learning. We keep regular contact with you to help your child to generalise what they learn in school at home and vice versa.

7. 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. Children are always adequately supervised, and when eating they should remain in sight and hearing of an adult. The EYFS learning and development requirements also state that

children must be helped to make healthy choices in relation to food. School staff working with EYFS have completed their Level 2 in Food Hygiene.

Learners have access to healthy snacks throughout the school day, 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 mealtimes, pupils are offered a balanced meal.

We follow statutory guidance for safety around supervised tooth brushing to promote good oral health, as well as good health in general.

At least 1 person with a current Paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies children on outings off site. The PFA training is renewed every 3 years and a list of staff with a current PFA certificate is on display.

Children within EYFS are taught by qualified teachers and teaching assistants have a level 2 qualification or higher. Staffing arrangements meet the needs of all children and ensure their safety.

The Bridge School is committed to always ensuring the safeguarding of children. We are aware that casual or inappropriate use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities could pose a risk to children.

At The Bridge School:

- Personally owned mobile phones, cameras or other electronic devices with imaging and sharing capabilities are not used when in the presence of children.
- Staff and visitors may only use their devices in agreed allocated areas and where no children are present. Mobile phone use is explained to visitors upon entering the school and posters are displayed.
- Photographs and recordings must only be stored on school devices and only school equipment is used to photograph, record or video children.
- Parental permission is obtained before children are photographed and/or recorded.
- Personal mobile phones and other personally owned electronic devices are kept securely away from children.

8. Monitoring arrangements

The Phase Leader for EYFS is responsible for the monitoring of this policy. This policy will be reviewed every 2 years. At every review, the policy will be shared with the Local Academy Council.

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 safeguarding policy
Procedure for responding to illness	See health and safety policy

Administering medicines policy	See Medication and Associated Procedures Policy
Emergency evacuation procedure	See Fire Procedures and 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