Early Years Foundation Stage (EYFS) Policy

Approved by:	SLT & Governors	**Date:**	Sept 2025
Last reviewed on:	Sept 2025		
Next review due by:	Sept 2027		

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
- 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.

Intent

The intent for our children is to enter the next stage of their education ready to tackle new challenges with confidence and a positive mindset. We do this at Cannon Lane through a curriculum based on our 8 Learning Superheroes which link to the Characteristics of Effective Teaching and Learning. Reception follows the curriculum as outlined in the latest version of the EYFS statutory framework that is effective from September 2025. https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf

At Cannon Lane, all teaching staff deliver an EYFS curriculum through immersion in high quality teaching alongside an enriched environment. Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning. 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. Find out more about these areas on our website here: https://www.cannonlaneprimary.org/areas-of-learning-intent-implementation/

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

At Cannon Lane we have a bespoke curriculum with Curriculum Goals that are laid out for all to see on our website which can be viewed here: https://www.cannonlaneprimary.org/our-bespoke-curriculum/

Implementation

Staff plan activities and experiences for children that enable children to develop and learn effectively. We do this with a mixture of topic teaching, following theme weeks and days, festivals and responding to areas of need.

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.

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 high quality interactions.

Adult led focused groups

Tasks are planned for the children and immediately follow a shared input. We teach the children in very small groups or on one to one. These sessions are planned with care, meeting the needs of all children, using prior knowledge of the child's learning experiences and guidance from the curriculum.

Continuous Provision & Child-initiated Activities

Indoor and outdoor resources are organised to develop children's skills in personal interaction and exploration and are linked to observation and skills we want the children to rehearse or be reinforced. The children are encouraged to access these planned activities (child-initiated learning) or use the whole range of resources for continuous provision. Resources are carefully selected to meet the development needs of the children in order to enhance potential for new learning and consolidate prior learning. Resources are dressed/displayed to reflect children's interests – discover, experiment and explore are key themes. Continuous provision transcends all areas of learning and provides children with the opportunity to demonstrate the Characteristics of Effective Teaching and Learning which are emphasized through the use of our Learning Superheroes. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning.

Welfare Procedures (Specific to EYFS)

We have at least 1 person with a current pediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

While children are eating, there will always be at least 1 member of staff in the room or outside with a valid Pediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or a bench in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will consult with parents/carers to create allergy action plans for their child – with the help of health professionals, where appropriate.

We will prepare food in a way that Is in line with the DfE's Early Years Foundation Stage nutrition guidance.

We promote good oral health, as well as good health in general, in the early years by talking to children about the effects of eating too many sweet things and the importance of brushing your teeth.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

  - We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

Assessment

At Cannon Lane, ongoing assessment is an integral part of the learning and development processes. All adults record 'Wow!' moments – when a child does or says something that demonstrates progress or skill in a particular area. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Throughout 'continuous provision' observation forms a fundamental aspect of the pedagogy of EYFS at Cannon Lane Primary School. Staff also take into account observations shared by parents and/or carers.

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 and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Parents as Partners

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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Learning Journeys are sent home over Christmas and Easter for parents to look through and share with their child. Parents are asked to contribute to their child's Learning Journey over the year. More information can be found on our website for parents here:

https://www.cannonlaneprimary.org/a-guide-for-parents-on-all-things-eyfs/

Impact

Children enter Key Stage One ready to begin the next chapter of the educational journey. They are equipped with a broad range of knowledge and skills that provide the right foundation for future progress through school and life. We have a clear vision of what we want to achieve for the children in our care, and these clear curriculum goals inform all areas of our practice. We invest in skilled and experienced staff - that support children to reach their full potential. We operate an open and reflective culture – our culture is driven by continuous improvement. We seek out other settings and professionals to learn from, share and reflect practice. We recognise the knowledge and expertise of our own staff and value open discussion and staff consultation; and embedded within our school is a culture of self-evaluation.

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