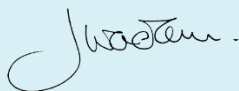


Early Years Foundation Stage (EYFS) Policy (2025)

“We aim for all our children to develop a love of learning that will last them a lifetime, caring for and respecting the world around them, valuing differences and broadening moral values”

The Solent Schools, Vision, Values and Aims

Responsibility for policy review	Curriculum & Standards
Date reviewed	1 April 2025
Review cycle	Every 3 years. Next review: March 2028
Linked Policies	See Appendix 1
Signature: 	1 April 2025 Date
Chair of Governors	



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1. Aims

This policy aims to ensure:

- All children develop a love for learning through a broad and balanced curriculum. The curriculum gives them the strong foundation to an extensive 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 / carers, where positive relationships between children, staff, parents / carers and the wider community are valued
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- A safe, secure and stimulating environment is provided, where every child feels valued.
- Children's independence, resilience and self-confidence is promoted and championed.
- Every child's social, emotional, physical and cognitive development is supported.

2. Legislation

This policy is based on requirements set out in the [EYFS Statutory Framework that applies from November 2024](#).

This document also complies with our Funding Agreement and Articles of Association.

3. Structure of the EYFS

We have three Reception classes at Solent Infant School. Each class consists of 30 children. We follow the Early Years Foundation Stage 2024 and cover all areas of the curriculum. Each of the classes has free flow access to an outdoor balcony area. In addition, the children in Year R have their own designated outdoor learning area, which encompasses all areas of the EYFS.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework in force from November 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

Characteristics of Effective Learning:

The EYFS also includes the characteristics of effective teaching and learning. The Reception teachers plan activities within the Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and to think critically about the world around them.

4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. They also take into account the individual needs, interests, and stage of development of each child, using this information to plan bespoke challenging and enjoyable learning experiences. 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. You can see the half termly curriculum learning overviews and knowledge organisers on our 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. We include direct, carefully planned, adult-led experiences for children in the form of structured teaching and adult-led group activities. These are particularly important in helping children to learn specific skills within various topics and to develop children's knowledge. It is often through children's play that we see how much of this learning children have understood and how they can apply their new skills.

In addition to adult led learning, we also provide the opportunity for child-initiated learning, where they are able to use their own experiences, beyond school, to engage in their play. Each day a timetable with set routines and activities is in place and visual timetables are used to support the children's understanding of what is happening in the school day. We set aside times each day when the children come for learning time together on the carpet as a class, with vital opportunities to listen, turn take and share thoughts, opinions and experiences. In these times, we focus on topic work, maths, literacy, phonics and stories, as well as taking the opportunities to have discussions and debates on a range of topics. These sessions help to develop the children's skills in communication and language, as well as listening and attention.

5. Assessment

At The Solent Schools, 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 / 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 / carers. The results of the profile are shared with parents / 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 also submitted to the local authority.

6. Working with parents / carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents / carers. We believe that parents / carers are a child's first educator and therefore we work very closely to ensure they are involved in what we do with their child at school.

Parents / carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents / carers with a well-rounded picture of their child's knowledge, understanding and abilities.

At Solent Infant School, the class teacher helps to ensure that the children's learning and care is tailored to meet their needs. The class teacher supports parents / carers in guiding their child's development at home. They also help families to engage with more specialist support, if appropriate.

Each child receives a termly report of their progress and next steps in learning. In addition to this, we meet termly with parents / carers for meetings. During these times, the class teacher will communicate progress in learning and next steps. At the end of the academic year, a final report is completed which highlights each child's attainment in the Early Learning Goals.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy. Staff working within the Early Years, adhere to both the schools' Safeguarding Policy. The EYFS team ensure all safeguarding and welfare requirements are being met. We are a healthy school and our children receive free fruit and are offered milk during snack times. Children are also given the opportunity throughout their curriculum to sample and taste a range of different food types within their EYFS journey. All children are given the opportunity to have a packed lunch or the choice of a healthy cooked school dinner as catered for by the school kitchen

As part of our curriculum, 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
- The importance of brushing your teeth

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 the Curriculum & Standards Committee every three 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?
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