Early Years Foundation Stage (EYFS) Policy 2026-2027

Contents

1. Aims 3
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 5
8. Monitoring arrangements.....5
Appendix 1. List of statutory policies and procedures for the EYFS.....6

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

Academies, including free schools, if applicable, add/amend: This document also complies with our funding agreement and articles of association.

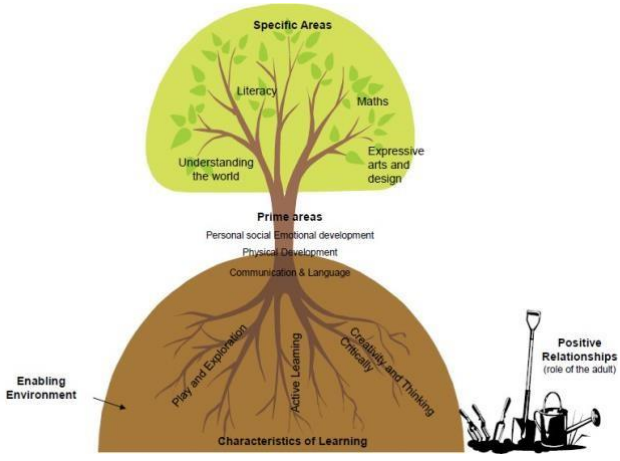
3. Structure of the EYFS

At St John's C of E Academy, EYFS includes Reception only. Reception children are usually in school full time, as per the rest of the school. Only in individual cases will shorter days be explored. This must be agreed by the Executive Principal, SENDCo, parents/carers of the child and the Sandwell Attendance team.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2024 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. These are divided into Prime Areas and Specific Areas.



Prime areas are particularly important for igniting curiosity and enthusiasm for learning, for building children's capacity to learn, and allowing children to form relationships and thrive.

Prime Areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific Areas are strengthened and applied through 4 specific concepts.

Specific Areas are:

- 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.

Staff 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.

5. Assessment

At St John's C of E Academy, 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.

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 and carers

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 (their class teacher) 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.

7. Safeguarding and welfare procedures

Our EYFS follow the same safeguarding procedures as the rest of the school. Please see our Safeguarding Policy for further details.

The safeguarding team are:

Mrs Heaton DSL

Mr Orr-McGuinness DDSL

Mrs Broughton DDSL

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

8. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead every year.

At every review, the policy will be shared with the Combined Local Authority Committee.

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