



The Grove Primary School

EYFS Policy

June 2025

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The Grove Primary School

Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Every child is a competent learner from birth who can be resilient, capable, confident, and self-assured	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person	The environment plays a key role in supporting and extending children's development and learning	Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected

Early Years Foundation Stage Policy

Our Mission Statement

Staffing & Organisation

At the Grove we have one reception class with an exceptional EYFS teacher and two Learning Support Assistants who are dedicated to the children and the provision we provide. In addition, if the cohort requires, we are also supported by another teaching assistant. Our staff are experienced in working with young children and have had the relevant CPD.

The role of all adults

This should include:

- The understanding of the importance of warm, caring relationships between adult and child, to provide positive and meaningful interactions that enhance self-esteem and confidence.
- The recognition of the importance of the role of all significant adults, teachers, classroom assistants, and parents as partners
- The encouragement of well-planned quality play by adults who observe, interact, and extend the children's activities in a way that positively affects the attitudes of learning that the children develop.
- The provision of an appropriate mix of adult directed and child-initiated activities.
- Promoting children's learning through planned experiences that are challenging but achievable.

- Modelling a range of positive behaviours through our behaviour curriculum.
- Using language that is rich and grammatically correct to develop children's language.
- Direct teaching of skills and knowledge
- Planning the indoor and outdoor environment to provide a positive context for learning and teaching that enhances their knowledge of the world around them and key skills.
- Skillful and well-planned observations of children

Confidentiality

All adults working in the EYFS must understand that all information in the course of employment will be kept confidential. Details of children, families and staff must remain confidential and must not be discussed outside of school (see MET policies on Social Media and ICT and Internet Acceptable use).

The EYFS is based upon four principles.

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At The Grove Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident, and self-assured. We recognise 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, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences. All children at The Grove School are treated fairly regardless of race, religion, or abilities. All children and their families are valued within our school. This is reinforced through our Religious Education and Personal, Social and Health Education curriculum.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking into account our children's range of life experiences when

planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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.
- 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 to learn effectively so that they have the relevant skills to help them on their Grove learning journey.
- 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.

For those children with special educational needs, the focus will be on removing barriers for children and on preventing learning differences developing. Children's learning differences will be identified at an early stage and teaching will respond quickly to areas of difficulty. This will involve working closely with parents and developing an effective strategy to meet these needs. This may involve working with staff from other agencies in drawing up a personalised learning plan.

It is important to us that all children in school are safe. We aim to educate children on boundaries, rules, and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological wellbeing of all children and recognize when appropriate support is needed to help them access all learning opportunities.

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 The Grove School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for The Revised Early Years Foundation Stage (September 2021 & Updated Framework 2024). We understand that we are required to:

- Promote the welfare of all children.
- Promote good health, taking appropriate action when children are ill.
- Manage behaviour effectively and appropriately in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all adults working with children are suitable to do so.
- Ensure that the environment is safe, and all equipment and furniture is fit for purpose.
- Ensure all children have an enjoyable challenging learning and development experiences, meeting their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Ensure that all staff are familiar with and maintain the mobile phone and camera policy.

Health and safety

The school’s guidelines on health, medical and safety issues are followed by the EYFS.

Children will only be dismissed to a Parent or Carer at the end of the day unless staff have been notified of any change. The EYFS policy states that parents need to contact the school office if someone different is to be collecting their child. All children must be handed over personally to their Parent/Carer at the end of the day.

At least one person who has a current Pediatric First Aid Certificate must be on the premises at all times when children are present and must accompany children on outings.

In the EYFS, we complete a written risk assessment for any occasion that the children are leaving school premises.

First Aid

All injuries must be recorded on Medical Tracker.

- Any head injury must be reported to the class teacher immediately and put on Medical Tracker. The school office is informed, and parents are sent a text message.
- Teaching assistants dealing with first aid must inform the class teacher of the injury and treatment, and this must be logged on Medical Tracker.
- If a child has a minor injury and is well enough to remain in school, the class teacher must

inform their parent on collection at the end of the day. check

- If a child is collected by another adult, the class teacher must contact or ring the parent, outlining details of the minor injury.

Positive Relationships

At The Grove Primary School, we recognise that children learn to be strong, confident, and independent from being in 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 enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school.
- The teacher offers visits to all children in their home setting/nursery setting prior to their starting school.
- Parents and children are offered the opportunity to spend time with their teacher and early years staff in the reception classroom before starting school – transition sessions.
- Parents are invited to an induction meeting during the term before their child starts school.
- Two parent/teacher consultation evenings are offered per year.
- Parents are invited to regular meetings linked to learning, including phonics, and reading.
- Sending home a report on their child's attainment and progress at the end of their reception year.
- Developing a range of activities throughout the year that encourage collaboration between child, school, and parents.
- Half termly parent information letters linked to our reading curriculum and learning are sent home.
- A home-school reading diary is used to encourage a dialogue about reading progress.
- Having access to Tapestry and Class Dojo to show our online Learning Journey.
- Asking parents to contribute to Tapestry, our online Learning Journey.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Our WeDuc promotes links between home and school, sharing news, information, and home learning.
- Our class page on the school web site, containing parent's information and photographs.
- Half-termly reading sessions for parents to attend with their children.

We operate an open-door policy where parents can talk with us at the start and the end of the school day.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have good links with feeder pre-schools and nurseries and the EYFS teacher visits the children in their setting before school visits begin.

To ensure a smooth transition, we employ an induction programme to enable a happy entry into reception and beyond.

- All parents are invited to an induction meeting in the summer term before their child starts.
- The children and their families have the opportunity to spend time with staff in their new classroom before starting school during a 'pre-start visit' in the summer term.
- When starting school, the children attend part time during the first week. This also allows time to settle the children as well as getting to know other family members.

Enabling Environments

At The Grove Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development, and learning. This informs our planning; we then provide opportunities for focused learning alongside opportunities to direct their own learning.

We aim to create an attractive and stimulating learning environment where children feel confident, secure, and challenged. The children have daily access to indoor and outdoor environments that are set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and follows children's interests. Effective planning is informed by observations of the children; observations are recorded in the children's individual online 'Learning Journeys' on Tapestry.

We have a stimulating forest school where the children can explore and challenge themselves. This encourages children to appreciate nature and develop their curiosity.

Observation, Assessment and Planning

The Planning within the EYFS follows our Long-Term Plans, Medium Term Plans, informing our weekly and daily plans. The Long-Term plans contain an overview of the learning and development objectives for the year, with suggested themes to follow. Our MTPs use the new Developments Matters reception age range guide. The MTPs are based around key books and themes linking to activities and lines of development.

The MTPs are used by the EYFS teachers as a guide for the weekly Planning. Weekly Plans contain whole class/group carpet sessions, adult-led activities in all areas and appropriate learning objectives. However, the teacher may alter these MTP's in response to the needs, achievements, and interests of the children.

All EYFS staff are responsible for observing individual children's interests, assessing appropriate next

steps for the child, and implementing them.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Our assessments inform everyday planning and are based on on-going observational assessment of each child's achievements, interests and learning styles. Assessments consist of observations, baseline assessment, other focused assessments, and conversations with parents.

All adults working in the EYFS are responsible for observing children. Children are observed for levels of wellbeing and involvement, interests, and the Characteristics of Learning. As an EYFS we use Tapestry to record observations and to note if children are working on track or not on track

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The areas will include:

- An attractive and comfortable place to read.
- Sand, dry and wet with a variety of equipment.
- Water with equipment.
- Mathematical and scientific equipment.
- A writing area with a variety of paper and tools to mark make or write.
- Imaginative play area and role play
- A variety of creative media such as paint, playdough, junk materials.
- Collections of musical instruments.
- Phonic station to practice their weekly sounds.

A variety of Information and Communication Technology (ICT) equipment including computers, remote control toys, CD players and interactive whiteboards.

All areas will be attractive and suitably resourced so that children are encouraged to use them and engage in purposeful, challenging activities with or without the presence of an adult.

Resources will be organised in such a way that children are enabled to make informed choices, select independently what they need and take responsibility for clearing away.

Children will be able to relate personally to the resources provided so that they:

- Reflect children's varied home and community experiences;
- Reflect the multi-cultural nature of the local community;
- Avoid gender stereotyping.

The reception children have their own enclosed outdoor area, this learning environment contributes

to all areas of learning. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning. Resources outdoors and indoors are organised similarly to enable children to be independent and take responsibility. All children are encouraged to take part in the full range of outdoor experiences which reflect the learning inside the classroom and also gives the children chance to explore and develop their skills and knowledge.

Learning and Development

At The Grove Primary School, we recognise the ways in which children engage with others and their environment. This develops through playing and exploring, actively learning, and creating and thinking critically which underpins learning and development across all areas and support the children to be effective and motivated learners.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social, and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities, and equipment;
- the identification of the progress and future learning needs of children through observations;
- the good relationships between our school and the settings that our children experience prior to joining our school.

The staff

We believe that it is vitally important for adults to support children's learning through play. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Adults will:

- Work in partnership with parents and carers;
- Promote children's learning through planned experiences and activities that are challenging but achievable;
- Teach skills and knowledge;
- Understand that children learn in different ways and at a different pace to each other;
- Use rich and varied language to help children develop linguistic structures for thinking;
- Help children to see links in their learning.
- Plan both indoor and outdoor provision to maximise opportunities for children's learning.
- Have CPD to keep their practice up and coming with the latest guidelines and research.

Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

We aim to create a secure, play-based, and integrated environment where Foundation Stage children can become happy, confident, independent learners. In partnership with families the team are fully committed to providing an engaging and enriching curriculum.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. All staff work together to foster the characteristics of effective early learning.

- Playing and exploring
- Active learning
- Creating and thinking critically

Active Learning

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas, and events that engage and involve children for sustained periods."

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make

decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas, and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

We recognise the three Prime Areas (PSED, CAL, PD) underpin all the other areas of learning. The remaining Specific Areas support them and help strengthen children’s learning and development. All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Early Learning Goals (ELG’s) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and Review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.

The Head teacher and EYFS coordinator will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

Leadership and Management

Regular EYFS pupil progress meetings are held to discuss assessment, individual pupils, EAL/SEN issues, next steps, and relevant interventions.

Priorities relating to the EYFS are identified in the School Development Plan.

Roles and responsibilities for all staff are reviewed in line with Performance Management Procedures and

staff training and development needs are outlined in the School Improvement Plan.

All staff and governance volunteers are aware of the requirements of the Early Years Foundation Stage and the importance of this Key Stage in relation to children's learning and its impact on raising standards across the school.

Monitoring arrangements

This policy will be updated annually or sooner where there are changes in regulation. At every review, the policy will be approved by the Quality of Education Committee.

Links with other policies

Social Media Policy

Internet and ICT acceptable use Policy

MET Primary First Aid, Supporting Children with Medical Needs, and Intimate Care Policy Child Protection Policy

MET Child Protection Policy

Log of Changes to Policy				
Version	Page	Change		Date
	2	addition of Updated Framework 2024 for statutory guidance reference.		June 24
	6	Change Class Dojo to WeDuc		June 24
	Whole doc	New branding and formatting added		June 24
1.1	P13	Addition of Approval by QEC Addition of MET Child Protection Policy reference	SB	June 25
1.2	P3	Removal of a repeated sentence.	HC	June 25
	4	Added the word background when looking at inclusion	HC	June 25
	7	Changed Weduc to Class DOJO	HC	June 25
	8	Added a sentence about the forest school	HC	June 25