Early Years Foundation Stage Policy

Audience:	School and academy staff, particularly Headteachers and early years practitioners Parents Local Governance Committees
Reviewed: **Reviewed:** **Adopted:**	May 2025 (DoE) November 2025 (SIG) October 2026
Other related policies / procedures	Safeguarding and Child Protection Health and Safety Admissions Teaching and Learning Supporting Children with Medical Needs Complaints
Owner	Director of Education
Policy / procedure model	Aligned: Policy to be adapted to school where indicated
Next Review:	May 2028

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1. Introduction

1.1 The Early Years Foundation Stage (EYFS) begins when the child is born. At Trannack Primary School children may enter the nursery from the term after their third birthday (Pre-school) and the Early Years Foundation stage continues through Nursery, until the end of the Reception year. We recognise it as a crucial stage in education, both in its own right and in preparing children for learning in the next stage of their education, Key Stage 1. We believe that all children should be given the best possible start to their education. We therefore place great value on the quality of our provision in the Early Years Foundation Stage.

1.2 This policy is based on requirements set out in EYFS Statutory Framework 2025

2. Guiding Principles

2.1 Four guiding principles shape practice in Crofty early years settings. These are:

2.1.1 Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured

2.1.2 Children learn to be strong and independent through positive relationships

2.1.3 Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

2.1.4 Importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning"). The policy covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

3. Admission – Pre-School and Reception Cohort

3.1 Crofty Education Trust set the admissions policy for the Crofty Schools. Cornwall Local Authority administer this process on our behalf for pupils from their reception year (from the September following a child's fourth birthday). The admission policy can be found on the school website.

3.2 Parents can apply directly to Trannack Primary School for a place in our Pre-school. Places are available from the term after a child's third birthday. If the school is oversubscribed, places will be allocated using the criteria set out in the Crofty Admission Policy.

4. Starting school

4.1 Transition to school from home (or other settings) is carefully planned to support the child and family by providing key information, getting to know each other and the new surroundings. This happens in the weeks building up to when a child is due to start. All children may visit with their parents leading up to their start date.

4.2 Parents may also wish to have a home-visit, prior to their child starting.
Meetings for parents of Reception age children are held in July and form part of an extensive induction programme offered to all new pupils and families.

5. Staffing and organisation

5.1 All of the provision for EYFS children is lead and managed by qualified teachers.

5.2 The ratio of staff to children in each room varies according to the number of children, their age and the qualifications held by staff. We ensure that we follow all statutory guidance fully.

5.3 We believe strongly in the importance of keeping our practice up to date. We therefore ensure that all our staff working in the Foundation Stage attend courses and training on a regular basis, as part of our school Continuing Personal & Professional Development Programme (CPPD).

6. Curriculum

6.1 Our early years setting follows the curriculum as outlined in the 2025 statutory framework of the EYFS.

6.2 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.

6.3 The prime areas are:
6.3.1 Communication and language
6.3.2 Physical development
6.3.3 Personal, social and emotional development

6.4 The prime areas are strengthened and applied through 4 specific areas:
6.4.1 Literacy
6.4.2 Mathematics
6.4.3 Understanding the world
6.4.3 Expressive arts and design

7. Planning

7.1 Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

7.2 Staff also consider 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.

7.3 In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

8. Teaching and Learning

8.1 Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

8.2 We believe that our children learn best by being actively involved in activities, through first hand experiences, using their senses. We encourage our children to explore, experiment, question, investigate, discover, create, practise and consolidate their developing understanding, knowledge and skills.

8.3 We also provide time for children to make choices and explore ideas and interests in depth. This means that our timescales are flexible when necessary.

8.4 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.

9. Assessment

9.1 On entry to school we make initial assessments of what children already know, understand and can do. These are completed during normal class activities. We then share this information with parents.

9.2 In addition the teacher will complete the statutory Reception Baseline Assessment (RBA). The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. This includes all intakes in reception within an academic year including during autumn, spring and summer terms.

9.3 At Trannack Primary 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. Practitioners also take into account observations shared by parents and/or carers.

10. Early Learning Goals

10.1 The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. Instead, the ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers draw on their knowledge of the child and their own expert professional judgement.

10.2 In the final term of reception teachers will assess whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile. The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

10.3 During the school year, we hold Parents' Consultations with an appointment system, as well as opportunities for informal discussions between home and school.

11. Meeting individual needs

11.1 We provide a safe and supportive learning environment at our school where the contribution of all children is valued. We also employ a wide range of teaching strategies based on children's experiences, interests, skills and learning needs.

11.2 In addition, we select our resources, equipment and materials thoughtfully, to promote equality and diversity.

12. Partnership with parents

12.1 We firmly believe that "parents are children's first and most enduring educators". To this end we work hard to promote a successful partnership with a two-way flow of knowledge, information and expertise.

12.2 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.

12.3 Within pre-school cohorts the children are supported by a key worker who helps to ensure that their learning and care is tailored to meet their needs. The key worker supports parents and/or carers in guiding their child's development at home. The key worker also helps families to engage with more specialist support, if appropriate.

13. Safeguarding and welfare procedures

13.1 Our safeguarding and welfare procedures are outlined in our safeguarding policy.

14. Monitoring and evaluation

14.1 This policy is monitored on an annual basis by Crofty Education Trust EYFS leaders and Director of Education.

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