

Responsible Body	Title of Policy	
Governing Body of Flyford Flavell Primary School	EYFS Policy	

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Signature(Chair of Governors)

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1. Introduction

At Flyford Flavell Primary School Primary School we strive to ensure that the children are immersed in a safe and engaging learning environment. We promote curiosity within our setting and provide the children with exciting and memorable learning experiences. Through playful activities we support the children to develop resilience, independence, and curiosity. Within our learning environment we want to make sure the children have fun, are well cared for and enjoy their learning journey.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Flyford Flavell Primary School. The implementation of this policy is the responsibility of practitioners working in the EYFS setting. In the policy the term "setting" refers to the Early Years provision at Flyford Flavell Primary School. Our Early Years provision encompasses our Pre-School (Pippins) children ages 2-4 and our Reception class. Children who are part of our school based provision are in our Reception class.

In the policy the term "practitioner" refers to the members of staff working within the setting.

2. Aims

In EYFS at Flyford Flavell Primary School we believe that all children deserve the best possible education to achieve their full potential. Our aim is to provide a safe, engaging and nutritional environment that allows children to flourish and become lifelong learners.

We are committed to

- enabling practitioners, parents/carers and children to develop mutually supportive relationships where information and expertise are given and taken by all partners;
- encouraging all settings to create a safe, stimulating and attractive environment in which all children are able to engage in practical activity, purposeful play and talk;
- fostering the development of skills, attitudes, concepts and knowledge across a broad, balanced and relevant curriculum which takes account of the early learning goals across the prime and specific areas of learning;
- promoting the spiritual, moral, and cultural development of children;

- enabling strategies for curriculum planning, assessment and record keeping which promote continuity and progression both within and between settings and transfer to Year 1;
- supporting children in their developing ability to make and sustain choices based on their knowledge and experience of the activities, material and equipment on offer;
- ensuring that no child is excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability;
- ensuring the delivery of the principles embedded in the Foundation Stage curriculum;
- using ongoing methods of assessment to monitor and track progress and to assist practitioners in providing an appropriate curriculum;
- promoting formative and summative assessment of children throughout the Foundation Stage, which will support the completion of the National Profile for children in Reception at the end of the Foundation Stage.

3. Our Curriculum

Teaching in the EYFS at Flyford Flavell Primary School is delivered in accordance with the government's statutory document "Early Years Foundation Stage Statutory Framework" . This document is a principled approach to Early Years education, bringing together a child's welfare, learning and development requirements through four themes: a unique child, positive relationships, enabling environments with teaching and support from adults and children learning in different ways at different rates.

The curriculum is centred on 3 prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Practitioners also support activities through four specific areas which strengthen the prime areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas of learning and development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others. This ensures the delivery of a holistic, child centred curriculum which allows the children to make links between what they are learning. All areas of Learning and Development are given equal value. We also ensure that our activities and provision support the characteristics of effective learning and teaching. These are:

- Playing and exploring - children investigate and share experiences and 'have a go'.
- Active Learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At Flyford Flavell Primary School we believe that the early years of a child's development are crucial as they lay the foundation for lifelong learning, health, and wellbeing. High-quality early experiences support cognitive, social, and emotional development, helping to close attainment gaps and promote equal opportunities for all children, regardless of background. Our curriculum has been developed to ensure all children make good progress.

For more information on our EYFS curriculum can be found below.

[Flyford Flavell Primary School - Early Years Foundation Stage](#)

4. The Value of Play

Learning through play underpins our approach to teaching and learning in the Early Years Foundation Stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

5. Equality of opportunity

At Flyford Flavell Primary School we value all children as individuals. All children have equal access to resources, activities and learning opportunities. Children that require additional support are quickly identified and provided with high quality provision to support their individual needs. Individual provision maps are created and updated periodically by the Pre-School SENDCo/class teacher. These are created to support each child to reach their full potential. Should external agencies be required, this is facilitated by the preschool and school SENDCo. The Special Educational Needs and Disabilities Policy is adhered to, for further information on this policy please see below.

[Flyford Flavell Primary School - Policies](#)

6. Assessment

We use formative assessment through regular observations, interactions, and assessments to understand and support each child's development. This includes:

- A baseline assessment within the first 6 weeks of starting (Reception Baseline Assessment and internal baseline for Pippins).
- Two-Year-Old Progress Check (completed for children aged 2-3 Pippins)
- Ongoing informal assessments throughout the year
- EYFS Profile at the end of Reception year.

Parents are regularly informed of their child's progress and development.

7. Parents and Carers as Partners

At Flyford Flavell Primary School we believe that strong and respectful relationships with parents and carers are fundamental to children's development and progress in the Early Years. We aim to work collaboratively with our families to support every child's learning, well-being, and achievement.

We welcome all families into our setting and ensure that they feel valued, respected, and included, regardless of background, language, culture, or circumstance. Parents are signposted to our online welcome pack that includes important policies, routines, and practical information about daily life in our Preschool or Reception class. We maintain regular communication with parents through informal daily conversations, weekly class letters for Reception, weekly school newsletters and monthly newsletters for Pippins parents. Our digital learning journals (Tapestry) allow us to share observations, photographs, and key moments in the child's learning, and also provide a platform for parents to contribute their own insights and home experiences. Parent meetings are held to discuss each child's

progress, strengths, and next steps. At the end of the year, families receive a written report summarising their child's achievements and development.

We recognise that transitions can be significant milestones for both children and their families. Whether moving from home to Preschool, Preschool to Reception, or Reception to Year 1, we involve parents and carers at every step. Transition arrangements are discussed with families, and opportunities are provided to visit new settings, meet new staff, and ask questions. All relevant development and assessment information is shared with parents to support a smooth and confident move.

By working in genuine partnership with parents, we aim to foster a sense of belonging and shared purpose, ensuring that every child is supported to thrive both in our Early Years settings and at home.

8. Health and Safety

We are committed to providing a safe, secure, and clean environment in which children can play, learn, and develop with confidence. Our approach complies fully with the school's overarching Health and Safety Policy, as well as statutory guidance.

The Early Years learning environments, both indoors and outdoors, are risk-assessed daily by staff to identify and minimise any hazards. Specific risk assessments are conducted for outings, the use of large equipment, and any planned activities that carry a higher level of risk. All staff are trained in basic health and safety procedures and are made aware of their individual responsibilities in ensuring children's safety.

We maintain appropriate staffing ratios at all times in accordance with the EYFS statutory framework. Supervision is active and vigilant, with clear procedures in place for managing arrival, collection, and transitions within the setting. All equipment and resources used in the Early Years setting are age-appropriate, well-maintained, and regularly checked for damage.

Good hygiene is promoted through handwashing routines, toileting practices, and cleaning schedules. Children are encouraged to take increasing responsibility for their own personal hygiene and care needs in an age-appropriate way, with staff support as required. Nappy changing and intimate care are carried out with sensitivity, dignity, and in accordance with our Intimate Care Policy and Safeguarding Policy.

We ensure that all EYFS staff hold Paediatric First Aid certificates and are trained to respond to accidents, injuries, or medical emergencies. If a child becomes hurt or unwell while in school, they are cared for sensitively and promptly, and where necessary parents are contacted to collect them. A paediatric first aider is always in the room whilst children are eating and children are closely monitored to ensure they are eating safely to reduce the risk of choking.

Medication is only administered by a qualified First Aider. Written parental consent is required, and clear records are maintained. Children with medical conditions such as asthma, allergies, or diabetes have an individual healthcare plan in place, developed in collaboration with parents and relevant health professionals.

We have clear procedures in place for fire evacuation and lockdown, which are practised with the children. All staff are trained in fire safety and know the evacuation procedures. Fire exits are kept clear at all times and emergency contact information is readily accessible

A full Health and Safety policy is available on our website - [Flyford Flavell Primary School - Policies](#)

9. Staff Supervisions

Staff supervisions provide support, coaching opportunities and development training for staff working with children. Supervision provides time and opportunities to develop a culture of mutual support and open teamwork while offering continuous improvement and growth; this encourages the confidential discussion of sensitive issues. We ensure that staff are giving the opportunity to discuss and explore strategies to support their well-being. Supervisions provide staff with the opportunity to effectively discuss child protection information and records, staff qualifications, training, support and skills. Team supervisions take place daily and 1:1 supervisions are conducted on a half-termly basis.

10. Food and Nutrition

In line with the Early Years Foundation Stage nutrition guidance (April 2025) we have created a separate policy to cover food and nutrition in the EYFS. Please follow the link below to read this policy.

[Flyford Flavell Primary School - Policies](#)