

Lansdowne Turney Federation

Turney School

Early Years Foundation Stage (EYFS) Policy



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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

This policy is based on requirements set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Structure of the EYFS

Turney School has one reception class offering nine places. Pupils continue to follow the EYFS curriculum into year 1 and transition into our pre-formal and semi-formal curriculum during year 2.

4. Curriculum

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

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
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4.1 Planning

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

Staff also 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. They work closely with a range of professionals, such as speech and occupational therapist and Educational Psychologist to ensure specialist support for all children.

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.

Staff engage with children to encourage them to develop their play skills, interact and communicate with peers and adults, working towards independence in all learning areas. Children are supported to learn through a range of autism specific strategies, such as intensive interaction and TAC PAC and meaningful visuals.

4.3 Assessment

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.

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 Non-statutory curriculum guidance for the early years foundation stage). EYFS profile data is submitted to the Standards & Testing Agency.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff, parents/carers and our multi-agency professionals such as speech and language and occupational therapy.

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.

The teacher and a range of adults who know the children well ensure that their learning and care is tailored to meet their needs. The teacher supports parents and/or carers in guiding their child's development at home. The teacher also helps families to engage with specialist therapy intervention and support.

5. Safeguarding and welfare procedures

We promote good health and welfare in early years by:

- Identifying children for additional therapy support
- Working closely with the School's Community Paediatrician and nursing services.
- Support families with referrals to Children with Disability, Social Care services
- Providing specialist autism workshops with our multi-agencies professionals

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

6. Monitoring arrangements

This policy will be reviewed and approved by the Governing Body every three of 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 See Medication 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