



King's Academy College Park

Early Years Foundation Stage (EYFS) Policy

Introduction and 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

Every child deserves the best possible start in life and support to fulfill their potential. A child's experience in their early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the Early Years for children to make the most of their abilities and talents as they grow up.

Department for Children, Schools and Families 2012

Legislation:

This policy is based on the requirements set out in the [statutory framework for the Early Years Foundation Stage for group and school-based providers for 2024](#).

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2024) 'Statutory framework for the Early Years Foundation Stage'
- DfE (2024) 'Keeping children safe in education'
- DfE (2023) 'Working together to safeguard children'
- DfE (2023) 'The prevent duty' Check dates

This policy is intended to be used in conjunction with the following school policies:

- Children Protection and Safeguarding Policy
- Allegations of Abuse against Staff Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy
- Complaints Procedures Policy



Resilience



Responsibility



Independence



Challenge



Teamwork



Creativity



Kindness

Structure of the EYFS:

Our school operates a four-form entry structure within the Early Years Foundation Stage (EYFS), allowing us to accommodate up to a maximum of 120 Reception children each academic year. Children are organised into four classes, with a maximum of 30 pupils per class, in line with statutory guidance.

Each class is led by a fully qualified Class Teacher who is responsible for planning and delivering the EYFS curriculum, monitoring progress, and supporting children's individual learning journeys. The Class Teacher is supported by a dedicated Learning Support Assistant (LSA), who plays a key role in delivering high-quality interactions, supporting group and individual learning, and ensuring that every child's needs are met.

This structure enables us to maintain a high standard of care and education, with a focus on personalised learning, strong relationships, and consistent adult support throughout the day. Our EYFS team works collaboratively to plan engaging, purposeful learning experiences across both indoor and outdoor environments, in line with the EYFS Statutory Framework.

Curriculum:

At our school, we follow the curriculum set out in the latest version of the EYFS Statutory Framework, which underpins all aspects of our early years provision. This framework sets the standards for learning, development, and care for children from birth to age five and ensures that every child receives a high-quality early education.

The EYFS framework identifies seven areas of learning and development, all of which are equally important and inter-connected. These areas are divided into two categories: Prime Areas and Specific Areas.

Prime Areas:

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

These prime areas form the foundation for learning, supporting development in all other areas and are particularly crucial for igniting children's curiosity and enthusiasm for learning. The prime areas are strengthened and applied through four specific areas.

Specific Areas:

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

These specific areas build on the prime areas and provide children with a broad and balanced curriculum that prepares them for future learning, including the transition to Key Stage 1.

Our curriculum is carefully planned to be engaging, inclusive, and developmentally appropriate, ensuring that every child has the opportunity to thrive and make progress across all areas of learning.



Planning:

Our EYFS curriculum is carefully planned to provide a rich, inclusive, and ambitious learning experience for all children. Planning focuses strongly on the three prime areas of learning—Communication and Language, Physical Development, and Personal, Social and Emotional Development—as these are the foundations for future progress and underpin success in the specific areas.

Our staff plan a wide range of activities and experiences that enable children to develop and learn in a way that is appropriate to their individual needs and stage of development. Planning is informed by ongoing observation and assessment, taking into account each child's interests, needs, and developmental stage. This ensures learning is personalised and meaningful.

Where a child may have Special Educational Needs and/or Disabilities (SEND), staff take a tailored approach by considering appropriate specialist support and working in partnership with relevant external agencies. This collaboration helps to ensure the development of individualised curriculums that support the child's specific learning and developmental needs.

Our curriculum is ambitious and well-structured, clearly identifying what we want children to learn and how we will support them to achieve it. Planning is carefully sequenced, allowing children to build on prior knowledge, make connections in their learning, and apply what they know in different contexts.

A strong emphasis is placed on supporting language development, with planned learning experiences designed to enhance children's vocabulary, communication, and expressive language skills across all areas.

While our curriculum provides clear structure and progression, planning remains flexible, allowing staff to adapt and respond to children's emerging interests, ensuring learning remains engaging, relevant, and responsive to the needs of the cohort.

Teaching:

Teaching in the EYFS is a balance of child-initiated play and adult-guided learning, designed to support every child's development through a carefully planned blend of approaches. Throughout the school day, children experience a mixture of:

- Child-initiated learning, known as *Adventure Time*
- Small group adult-led activities
- Whole class teaching inputs

Adventure Time forms a vital part of our daily provision. During this time, children engage in open-ended play and exploration, following their own interests. Adults play a critical role during Adventure Time by acting as co-creators and facilitators of learning. They may scaffold children's play, supporting them to reach higher levels of thinking and understanding. This might include:

- Modelling a skill
- Giving prompts or clues
- Asking open-ended questions to deepen thinking

As children approach mastery of a skill or concept, adults begin to withdraw support, enabling the child to demonstrate increasing independence.



The EYFS Lead and class teachers carefully plan the continuous provision and any enhancements to the learning environment that are available during Adventure Time. These are thoughtfully linked to children's interests and the overarching topic or theme, ensuring that the environment is purposeful, engaging, and supports intended learning outcomes.

Direct teaching is used to introduce and practise new knowledge and skills. These sessions are deliberately short, focused, and engaging, especially in the early part of the year, to suit the developmental stage of young children. As children grow in confidence and focus, we gradually increase the use of direct teaching to build key knowledge and skills, particularly in the specific areas of learning, so that children are well-prepared for the next stage of their education.

Play is always at the heart of what we do. We believe that meaningful play experiences support the most effective and lasting learning.

As outlined in the EYFS Statutory Framework, teaching in the early years should be flexible and responsive:

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."

In line with this guidance, we do not follow a single teaching approach but instead offer a balanced, responsive, and developmentally appropriate mix of adult-led and child-initiated learning to support all children to thrive.

Assessment:

Ongoing assessment is an integral part of the learning and development process in our EYFS provision. It enables staff to build a well-rounded understanding of each child's progress and to plan effectively for their next steps. Staff continually observe children during their play and learning to identify their level of achievement, interests, and learning styles. These observations are carefully recorded and used to shape future planning, ensuring that learning experiences are relevant, meaningful, and matched to children's developmental needs. We value the vital role that families play in their child's education, and observations shared by parents and carers are also taken into account. These insights contribute to our understanding of the whole child and help strengthen the home-school learning partnership.

Assessment is based upon a secure knowledge of child development, and our practitioners have a clear understanding of what children need to know and how best to support their progress. Assessments are used not only to inform planning but also to identify any children who may need additional support or intervention.

Accurate and timely assessment helps to highlight whether a child may have a Special Educational Need or Disability (SEND) or may require additional help to meet developmental milestones. In such cases, staff will work closely with the SENCO and relevant external agencies to ensure appropriate support is put in place.

From September 2025, we will use Tapestry, a secure online learning journal, to record observations of each child's learning and development. This will serve as a valuable tool for assessment and also provide a strong link with parents and carers, enabling them to view and contribute to their child's learning journey.



Within the first six weeks of starting Reception, children complete the Reception Baseline Assessment (RBA), as required by the Department for Education. This provides a starting point for measuring progress across the primary years.

At the end of each term, staff input assessment data onto Insight, our assessment tracking system. Year group moderation sessions are held to ensure consistency and accuracy of judgements across the team.

At the end of the Reception year, staff complete the EYFS Profile for each child. This includes a judgement on whether the child is working at the expected level of development or is emerging against each of the 17 Early Learning Goals (ELGs). These assessments are internally moderated, using guidance from [Development Matters](#), and the final data is submitted to the Local Authority, as required.

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 through Tapestry and parent evenings/drop ins/reports. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Safeguarding and Welfare Procedures:

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety. Our reception classes comply with infant class size legislation and have at least 1 teacher per 30 pupils.

Promoting good health and well-being is a core part of our EYFS provision. Our approach to promoting good health includes the following:

- Daily opportunities to for children to engage in physical activity, both indoors and outdoors
- Promoting healthy eating habits by encouraging children to try a range of nutritious snacks and meals
- Support with the development of good hygiene routines, such as regular handwashing, toileting and understanding the importance of personal care
- The explicit teaching of emotional wellbeing, supporting children to recognise and manage their emotions
- Supervised tooth brushing that is supported by Portsmouth University Dental students and statutory guidance is followed with regards to safety around supervised tooth brushing.

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



Resilience



Responsibility



Independence



Challenge



Teamwork



Creativity



Kindness

First Aid:

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

Parents/carers will be notified of any accident or injury sustained by a pupil, and any first aid treatment given, on the same day, or as soon as reasonably practicable.

Whilst children are eating, there should always be a member of staff in the room with a valid PFA certificate. Children must always be within sight and hearing of a member of staff whilst eating and where possible, providers should sit facing children whilst they eat so they can prevent food sharing and be aware of any unexpected allergic reactions. When eating in the hall, children are supervised by LunchTime Supervisors who have obtained an up to date PFA certificate.

Monitoring Arrangements:

This policy will be reviewed and approved by the Headteacher annually.

At every review, the policy will be shared with the governing board.

July 2025



Resilience



Responsibility



Independence



Challenge



Teamwork



Creativity



Kindness