



**LIONHEART**  
EDUCATIONAL  
TRUST

**EYFS POLICY - PRIMARY**

**This policy applies to all primary schools within  
the Lionheart Educational Trust**

**Approved by the Trust**

**September 2024 – 2027**



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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

‘All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right.’ (EYFS Statutory Framework 2024)

## 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from January 2024](#).

## 3. Structure of the EYFS

In Lionheart Primary Schools, children join us in September following their fourth birthday. There are 2 classes in our setting sharing one large communal space and a dedicated Foundation Stage playground.

## 4. Curriculum

In EYFS, we adhere to the educational programmes as stated within the Statutory Framework for the Early Years Foundation Stage. Development Matters is used to support the implementation of a progressive and sequenced curriculum. Learning starts as soon as children begin school where the foundations are laid for children in order for them to be successful learners within their primary years and beyond.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. Three 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 four specific areas which aim to ignite children's curiosity and enthusiasm. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

#### 4.1 Characteristics of Effective Learning

We uphold the view that learning is underpinned by the characteristics of effective learning. In planning and guiding children's activities, staff must reflect on the different ways that children learn and reflect these in their practice.

The 3 characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, 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.

All of these areas interlink throughout the curriculum and adults make the most of opportunities to interact with children to develop their playing, thinking and learning. Adults also recognise that there are times when they need to take a step back to enable children to think critically and solve a problem by trial and error or perseverance.

#### 4.2 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. We expect there will be a strong focus on the 3 prime areas.

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.

In planning and guiding children's activities, staff reflect on characteristics of effective learning and include these in their practice.

#### 4.3 Teaching

Teaching should be ambitious for all children. 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. Planning and teaching is expected to ensure a strong foundation for children's development with a greater focus on teaching the essential skills and knowledge in the specific areas, thus preparing children for Key Stage 1 and beyond.



## 5. Assessment

At our school, ongoing assessment is an integral part of the learning and development processes.

It involves staff understanding each individual child, their interests and what they know and can do. This knowledge is used to shape future teaching and learning experiences for each child. Staff use their professional knowledge to help children make progress through daily interactions, observations and adult led activities. Staff also consider 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. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (Age Related)
- Not yet reaching expected levels (Working Towards)

The profile reflects ongoing observations, daily interactions, adult led activities, 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 Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## 6. Working with parents

Each child in Foundation Stage has an allocated key person. This is usually their class teacher.

We recognise and value the important role parents and carers play in the education of their children. Consequently, we encourage parents to engage in an active partnership with our school from the outset. This results in a positive impact on the child's development and forms the basis of a positive relationship where parents and carers can feel confident to share important information and to seek advice, help and support from the school should they need it. This creates a shared level of expectation, improves the child's outcomes and ensures every child has their individual needs met. The success of this strong partnership is based on a two-way flow of information, knowledge and expertise.

Parents and/or carers are also kept up to date with their child's progress and development. Progress checks and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

## 7. Safeguarding and welfare procedures

The safety and welfare of our children is paramount within The Lionheart Trust. We have robust policies and procedures in place to ensure children's safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;



- Manage behaviour effectively and appropriately;
- 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 a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS Statutory Framework. PFA training<sup>19</sup> must be renewed every three years and be relevant for people caring for young children. (EYFS Statutory Framework)

Further safeguarding information and welfare procedures are outlined in our safeguarding policy.

## 8. Monitoring arrangements

Monitoring is used to provide an overview of the continually developing Early Years provision within The Lionheart Trust. Evaluation of provision and pupil outcomes informs future action planning, target setting and CPD opportunities, this ensures the highest of standards of provision. The EYFS Leader in conjunction with the Head Teacher is responsible for reviewing the effectiveness of this policy. All Staff are responsible for implementing procedures outlined in this policy. At every review, the policy will be shared with the governing board.



## Appendix 1. List of statutory policies and procedures for the EYFS

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
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