



Early Years Foundation Stage (EYFS) Policy

Date Published	May 2024
Version	3
Approved Date	May 2026
Review Cycle	Annual
Review Date	May 2027

An academy within:



“Learning together, to be the best we can be”

1. Aims

1.1. This policy aims to ensure:

- 1.1.1. 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;
- 1.1.2. Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind;
- 1.1.3. A close working partnership between staff and parents and/or carers;
- 1.1.4. Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

2.1. This policy is based on the statutory framework for the Early Years Foundation Stage (EYFS) (DfE, updated) and is supported by current safeguarding legislation including Keeping Children Safe in Education and Working Together to Safeguard Children.

2.2. This document also complies with our funding agreement and the articles of association of the Trust.

3. Structure of the EYFS

3.1. "Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Statutory Framework for the Early Years Foundation Stage, setting the standards for learning, development and care for children from birth to five (DfE, 2021)

3.2. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. Coppice School is a school that welcomes children from 3 to 19 years of age



4. Overarching Curriculum

4.1. At Coppice School our curriculum has been designed to meet the educational programmes in the Statutory guidance for the early years foundation stage (EYFS). Our curriculum promotes the learning and development of all children in our care, based on the developmental order of their skills. The EYFS learning and development requirements of the EYFS comprise of:

- The seven areas of learning and development and the educational programmes;
- The Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year;
- The assessment requirements of the EYFS.

4.2. The overarching principles set out in the statutory framework for the early years foundation stage (2021) shape our practice. These are;

- Every child is a **unique child**;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments** with teaching and support from adults;
- Importance of **learning and development**.

5. Characteristics of Effective Learning

5.1. As supportive practitioners, through our curriculum planning we nurture the Characteristics of Effective learning to occur. The characteristics of effective learning as outlined in the Statutory framework for the early years foundation stage are:

5.1.1. Playing and exploring

5.1.2. Active learning

5.1.3. Creating and thinking critically



5.2. At Coppice School we use our own 'No Limits' Curriculum, which is linked to Development Matters Non Statutory curriculum guidance for the early years foundation stage (July 2021) and the SEND descriptors on tapestry, to guide our curriculum planning and professional judgement, to build on strengths and meet the needs of our children. This document outlines seven key features of effective practice which Coppice School embed within our practice. These are:

- The best for every child
- High quality care
- The curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnership with parents

6. The seven areas of learning and development

6.1. The seven areas of learning and development outlined in the Statutory framework for the early years foundation stage shape our curriculum. The prime areas are embedded first and then children are supported to develop in the specific areas. These are as follows.

6.2. Prime Areas

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

6.3. Specific Areas

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



7. Planning

- 7.1. At Coppice School we plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff 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. As a part of whole school no limits planning.

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

8. Teaching

- 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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction

- 8.2. 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 their next developmental stage.

Staff Deployment - Supervision and Staff Deployment

Children are supervised at all times to ensure their safety. Staff are deployed effectively to:

- Maintain required staff-to-child ratios
- Support children during transitions
- Supervise higher-risk areas such as outdoor spaces and toileting

Staff remain vigilant and actively engage with children to ensure their safety and wellbeing.

9. Assessment

At Coppice School, ongoing formative 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, these are recorded on 'Evidence for Learning'.

- 9.1. At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils have a summative assessment against our 'No Limits' Curriculum which is directly aligned to Development Matters 2012 SEND Descriptors. 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.
- 9.2. The profile is moderated internally as a team and externally across Nexus, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority regardless of their developmental stage.

10. Working with families

- 10.1. We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers
- 10.2. 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.

11. Safeguarding and welfare procedures

Safeguarding and Child Protection

Safeguarding is of paramount importance at Coppice School. We adhere to the principles and procedures outlined in Keeping Children Safe in Education and the EYFS statutory framework.

All staff are responsible for safeguarding children and must:

- Be aware of the signs of abuse and neglect
- Report any concerns immediately to the Designated Safeguarding Lead (DSL)
- Understand wider safeguarding issues, including online safety, mental health, and domestic abuse



The school ensures:

- A named Designated Safeguarding Lead (DSL) and deputy are always available
- All staff receive regular safeguarding training and updates
- Clear procedures are in place for reporting concerns and allegations
- Safer recruitment procedures are followed, including DBS checks and ongoing suitability

Mobile phones and cameras are not used by staff in areas where children are present unless authorised for educational purposes using school devices only.

Visitors are supervised at all times and must sign in and out of the setting.

Any concerns about a child's welfare are recorded and reported in line with school safeguarding procedures.

Online Safety

The use of technology is carefully monitored to ensure children are kept safe. Staff do not use personal devices to take photographs or access social media in the presence of children.

Children are supported to develop an understanding of safe technology use in an age-appropriate way.

We promote good health, including oral health, hygiene, and infection control.

This includes:

- Regular handwashing routines
- Cleaning and disinfecting of resources and environments
- Procedures for managing illness and exclusion
- Supporting children in developing independence in self-care

Use of Mobile Phones and Cameras

Staff must not use personal mobile phones in areas where children are present.

Photographs of children are only taken using school devices and stored securely in line with data protection requirements.

Risk Assessment

Daily risk assessments are carried out to ensure the environment is safe and suitable for children.

Staff identify and minimise risks while supporting children to take appropriate risks in their play and learning.



Whistleblowing

Staff are encouraged to raise concerns about poor or unsafe practice.

Concerns can be raised internally or to external agencies such as Ofsted. All concerns are taken seriously and staff are protected from repercussions.