

Tavistock Primary and Nursery School



Early Years Foundation Stage (EYFS) Policy

Approved by:

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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 [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

3. Structure of the EYFS

The EYFS applies to children from birth to the end of the Reception year.

Tavistock Primary & Nursery School admits:

- Eligible two-year-olds funded from the start of the funding period following their second birthday.
- Non-funded two-year-olds from the start of the funding period following their second birthday.
- Early Years funded three- and four-year-olds from the start of the funding period following their third birthday.
- Non-funded three- and four-year-olds from the start of funding period following their third birthday.

They are also welcome to join the Reception Class, applying centrally, through The Devon County Council, for a place starting in the September following their fourth birthday.

At Tavistock Primary School, our Reception children are taught in both a single-year Reception class and a mixed Reception/Year 1 class. Teaching and learning are organised so that the Reception and Year 1 curriculum is delivered separately, ensuring that children access learning that is appropriate to their age and stage of development.

Reception children are always taught alongside their Reception peers and follow the Early Years Foundation Stage (EYFS) curriculum. Year 1 children are taught with their Year 1 peers and follow the National

Curriculum. Across both classes, learning is delivered through a practical, engaging, and supportive approach, with opportunities for individual, small-group, and whole-class teaching.

A balance of carefully planned, adult-led activities and continuous provision ensures that children are supported to develop independence, confidence, and a love of learning through purposeful exploration and challenge.

4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

The EYFS is based upon four principles:

- • A Unique Child
- • Positive Relationships
- • Enabling Environments
- • Learning and Development

A Unique Child

We celebrate the uniqueness of each child by offering personalised learning opportunities and through working closely with families and professionals from other settings who have knowledge of the child. In our school every child matters.

Our skilled professionals understand the process involved in children's growth, development and learning. The curriculum and the opportunities we offer are designed to help children develop a positive sense of their own identity and culture.

We recognise that children learn in different ways and at different rates and we accommodate this in the provision we offer.

Positive Relationships

We recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families and carers.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and will continue to play, in educating their

children. At TPNS each nursery child is each assigned a 'Key Person' whilst in Reception the class teachers acts as a 'Key Person' supported by the EYFS practitioners.

- We talk to parents about their child before their child starts in our School;
- Teachers and Nursery practitioners visit all children in their home setting prior to their starting school;
- We give children an opportunity to spend time with their teacher before starting school.
- We invite parents and carers to an induction meeting during the term before their child starts school;
- We hold one-to-one meetings with parents during their first half term in school to discuss transition and their child's learning at home and school;
- We offer parents regular formal and informal opportunities to talk about their child's development;
- Parents have access to their child's online portfolio in nursery.
- Children's books are always available for parents to look at.
- Reception and Nursery parents use School Dojo to stay informed about key events and important information. Updates are shared regularly on class pages, and parents are able to contact class teachers directly via Dojo if they have any queries. This approach is in line with communication systems used across the rest of the school.
- Parents are invited to informative workshops and opportunities to share learning through stay and plays throughout the school year.
- We provide parents with an annual written report detailing their child's progress.

Enabling Environments

At TPNS, we recognise that the physical and human environment plays a key role in supporting and extending the children's development. We observe the children and assess their interests, development and learning, before planning challenging but achievable activities and experiences to extend their children's learning.

The Learning Environment

Our purpose-built Foundation Stage building provides an inviting and stimulating space for our youngest children to thrive. We currently have a Reception class, a mixed reception/year 1 classroom, a nursery room for 3-4 year olds and a separate 2 year old space. We have a bright and airy atrium area between our nursery and reception classrooms which provides a space for all our children to access. Our classrooms open out into our outdoor environment through large double doors, this space is currently set up by practitioners to mirror the indoor learning environment using specific resources or activities, linked to the 7 areas of learning. Our children are encouraged to free flow between the inside and outside environments and to explore the outdoors whatever the weather. We encourage our children to be independent in their skills and confident in accessing activities and in challenging themselves to try new skills. We have a kitchen within our atrium area with low level surfaces so that children can freely access this facility.

4.1 Planning

Our 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. We also have long, medium and short term plans to ensure continuity of curriculum coverage, but these do change according to the needs of individuals and the class.

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. 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 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.

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 year 1.

5. Assessment

At TPNS, ongoing assessment is an integral part of 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.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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
- Not yet reaching expected levels ('emerging')

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 Development Matters [guidance](#)). EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's 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. 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.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. 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:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:

Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children

Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

- For reception classes in maintained schools and academies:
We comply with infant class size legislation and have at least 1 teacher per 30 pupils
- For mixed classes in maintained schools and academies:

We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

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.

We promote good oral health, as well as good health in general, in the early years by talking to the children about:

- The effects of eating too many sweet things
- The importance of drinking water
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's Safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by EYFS leader/s and the Head Teacher every 2 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
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