

Early Years Foundation Stage Policy

Sutton on the Forest Primary School

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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
- Close partnership working between practitioners and with 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 [EYFS Framework for Schools September 2025](#)

3. Early Years at Sutton on the Forest Primary School

Early Years at Sutton on the Forest Primary School is fun, exciting and inspires our youngest learners. We firmly believe that children learn best through an inquisitive and explorative approach: play is how they learn best. Play is serious work for our children – they challenge themselves, problem solve, work together, communicate, negotiate, develop an inquiring mind, express their ideas, imagine and most importantly laugh!

Following the children's interests and their play means that every day is an adventure; one which evolves over time! As the children are in charge of their learning they are intrinsically motivated and show high levels of involvement. They are excited to come in to school and equally as excited to share their learning at home!



4. Curriculum

Our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2025. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to

support pupils' personal development, prepare pupils for their next stage of education and develop the whole child.

- ♦ Children are individually supported in their learning journey by experienced and understanding adults who understand how to extend their learning opportunities through interaction and provision.
- ♦ Our planning revolves around and focuses on the children's needs, interests and stages of development.
- ♦ We understand that learning should be holistic; each of the 17 areas of learning cannot be taught in isolation and we seek to provide opportunities for children to make links in their learning and understanding.
- ♦ New concepts are presented in a context the children understand to develop their learning and move them forwards.
- ♦ Children are encouraged to reflect upon their learning and participate in planning the next steps in their journey.

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

These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.

5. Assessment

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 or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. These are completed on Tapestry. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The 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

- **Health:** We promote good oral health, as well as good health in general, in the early years through our curriculum.
- **Internet Safety:** We teach E-safety across our EYFS in age appropriate ways.
- **Safe Eating Practices:** A trained first aider is present during all mealtimes
- **Paediatric First Aid:** Our staff in early years settings have completed Paediatric First Aid (PFA) training before being included in staff-to-child ratios.

Our [Child Protection Policy 2025-2026](#) provides in-depth information about safeguarding at Sutton on the Forest CE Primary School.