



EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

“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. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.”

Statutory Framework for the Early Years Foundation Stage 2025.

“Research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being.”

Strong foundations in the First Years of School 2024.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and 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.

Structure of the EYFS

Our Early Years provision consists of one nursery class and one Reception class within a school setting. Provision is organised to ensure age-appropriate learning, play, and care. Key person systems are in place to provide consistency and build strong relationships with children and families.

Our EYFS ranges from 3-4 years in Nursery and 4-5 years in Reception. Children can start their Reception year at the beginning of the school year in which they have their fifth birthday. The nursery and reception school day runs from 8:00am - 2:10pm, Monday – Friday.

Curriculum

Our EYFS curriculum intent: Aims to give all children in our Nursery and Reception classes an exciting, challenging and meaningful start to their learning journey with us. Our passionate and experienced team of Early Years practitioners plan children’s learning experiences in accordance with the Early Years



Foundation Stage (EYFS) curriculum guidance and principles. Our curriculum follows the curriculum as outlined in the latest EYFS statutory framework 2024, Development Matters.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

Weaving throughout the EYFS curriculum are the three Characteristics of Effective Learning. 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 These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Our EYFS curriculum has been implemented with the following in mind:

Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively in a language rich environment. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. In the Autumn term, this focus on the prime areas carries on during the transition from Nursery to Reception. Quality interactions, based on strong, positive relationships between adults and children are fundamental in moving the children's own learning on. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Time is planned into each day for our children to learn through play and these quality interactions – this is called 'Continuous Provision'. 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.



Teachers plan for a range of play opportunities for our children including:

- **Adult directed** – where an adult teaches new key knowledge and skill that is built upon sequentially, and describes what a child is expected to do to ensure focused learning in a particular area.
- **Child initiated** – where children plan, carry out and evaluate their play. This is to encourage children to see positivity in challenging themselves and developing their own ideas. Children have the opportunity to apply the knowledge that they have acquired.
- **Child led/independent learning** – where children choose from a group of activities but develop the play themselves. They apply acquired knowledge and skills. Adults will have carefully planned and selected activities to enhance the learning that has taken place.

The environment is key to this with areas such as water investigation, small world, creative, reading snug, building and construction, sand and nature just some of the 'zones' teachers plan for. Where a child may have a special educational need or disability, provision is individualised to meet their needs, and reasonable adjustments may be made to the environment. Staff too, will consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. As the children prepare for Reception, adult led activities will support children with transition. Lessons such as phonics (Twinkl Phonics) will be planned into the Nursery and Reception timetable to ensure all children receive a positive and secure start to reading.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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. Teaching utilises both the indoor and outdoor environments and regular time exploring our school environment also supports their learning and exploration.

As children grow older, and as their development allows, the balance gradually shifts in Reception towards more adult-led activities in the timetable which help children prepare for year 1. Literacy, Mathematics and Phonics sessions are taught daily with teaching times gradually increasing in the summer term.

Assessment

At Vijay International School, ongoing 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 and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.



EYFS staff hold Pupil Progress Meetings every term to ensure that all children are making sustained progress across the curriculum. These meetings provide an opportunity for teachers and EYFS leaders to review assessment data, identify pupils who may need additional support, and agree on targeted interventions.

The focus is on maintaining high-quality first teaching, sharing effective strategies, and ensuring that provision is inclusive and responsive to individual needs. By meeting regularly, we can quickly address emerging gaps, celebrate successes, and maintain a strong culture of accountability and collaboration among staff.

In the final term of the academic year, in both nursery and reception, staff complete the EYFS profile for each child which is shared with parents. Each child is assessed against the 17 early learning goals, indicating whether they are:

- Exceeding expected levels of development
- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We also share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

Parents have the opportunity to attend parents' meetings every term with their child's class teacher to discuss their progress.

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. We promote and build this strong partnership in many ways. Here are just a few:

- An open-door policy
- Inviting children to spend time with their teacher and key person in nursery prior to starting school/nursery during our "Induction Sessions".
- 'Move up Mornings' to assist in the transition from nursery- reception and reception - Year 1.
- Parents are invited to attend an EYFS induction where the Principal and Foundation stage teachers explain the curriculum.
- Encouraging parents to talk to their child's teacher/key person about any concerns they may have.
- Shortly after starting school, parents of children in Nursery and Reception are invited to discuss progress with the teacher and review their child's work. Termly parents evenings take place.
- Parents receive a written report on their child's attainment and progress at the end of the academic year.



- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents. For example, PTA/ fundraising events, themed activity days, Christmas production, sports day, to which all family members are invited, and Open Days.

Parents and/or carers are kept up to date with their child's progress and development through parent meetings and communication with a teacher daily at the beginning/end of the day. These help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding, abilities and next steps in their learning. We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

Staff

Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

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 can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our Child Protection and Safeguarding Policy for more information.

- Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police. See our Child Protection and Safeguarding Policy for more information.



- Staffing ratios

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:

- o We comply with infant class size legislation and have at least 1 teacher per 24 pupils
- o We have 1 member of staff for every 8 children.
- o Nursery and Reception have a Teaching assistant or Key worker assisting the class teacher.

- The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required

- Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

- Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by teaching:

- The effects of having a good diet.
- The effects of eating too many sweet things
- The importance of brushing your teeth

- Safer eating

While children are eating, there will always be at least 1 member of staff in the area. All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements



We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
 - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

- **Accident or injury**

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accidents or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

- **Safety of premises**

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

- **Toileting and privacy**

We make sure that there are:

- Enough toilets and hand basins available for the children
- An adequate supply of necessary items such as towels and spare clothes
- Separate toilet facilities for adults

During toileting, we will balance children's privacy with their safeguarding and support needs.