



Barnham Primary School

Early Years Foundation Stage (EYFS) Policy

Our moral obligation is to help our children become successful learners, confident individuals and responsible citizens, and we believe that this policy for our EYFS will help us achieve this goal.

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Section 1: Intent

At Barnham Primary School, we believe the Early Years is an important foundation for learners that sets the tone for their future careers at school. We want to prepare children as learners, to ensure that they can access our curriculum as well as developing fundamental skills for later life. In Early Years, this means an exciting, challenging curriculum with high expectations. Our aim is to deliver learning that will engage and motivate learners, encouraging them to develop a love of learning and a successful attitude towards any aspect of school life.

As an inclusive school, our aim is that all children have access to learning through our Rainbow Curriculum. Each child will be included as part of the Barnham Primary School community and our Early Years children are integrated fully into school life.

This policy has been developed to ensure:

- That children access a broad and balanced curriculum which gives them a range of knowledge and skills.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- That children are sufficiently prepared to enable them to become Successful Learners, Confident Individuals and Responsible Citizens by the time they leave us in Year 6.
- Quality and consistency in teaching and learning across the EYFS classes so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and families.

Section 2: Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#) and also complies with our funding agreement and articles of association.

Section 3: Structure of the EYFS

At Barnham Primary School, we currently have 2 classes containing our EYFS children, a class of 30 Year R children and a class of 30 Year R and Year 1 children (15 of each year group). We arrange our children into classes based on the following criteria:

- Individual needs (using information provided by parents, pre-school and nursery settings and information provided by external agencies)
- Age (our eldest Year R children will usually be classed alongside the youngest Year 1 children in a mixed-age class)
- Parental request (i.e. separation of twins)

Before children begin at Barnham Primary School, we meet with parents on an individual basis to discuss options for full-time attendance, part-time attendance or as a deferred entry. Again, this will be based on individual needs for each child and the legal requirements regarding compulsory school age. All decisions around deferred entries will be made in consultation with the EYs lead, Headteacher and Inclusion coordinator.

Section 4: Curriculum

Our early years children experience the Rainbow Curriculum as set out by our school. Children in Early Years classes will have access to a broad and balanced curriculum that begins the foundations that they will build on later in their school career. The curriculum will be led by the school's curriculum lead, planned for in year teams and delivered by class teachers or BSAs. Regular reviews will be held in line with the school's approach for all subject reviews.

4.1 Planning



The EYFS framework set out the 7 areas of learning and development that are equally important and interconnected. 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

These three prime areas underpin teaching and learning across the foundation stage, both directly (for example, through SHINE curriculum sessions) and indirectly (for example, communication and language are woven through all curriculum subjects).

The prime areas are strengthened and applied through 4 specific areas:

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

The 4 specific areas are arranged in daily Maths and English sessions (including daily systematic synthetic phonics following the Read, Write, Inc programme) as well as being taught through our broader foundation subjects, such as History, Geography and Art. Sessions may be taught daily (i.e. English and Maths), weekly (i.e. History or Science) or in half-termly blocks during a Foundation subjects week (i.e. Art or Music).

4.2 Teaching

At Barnham Primary School, we aim to bridge the gap between a pre-school play-based curriculum and formal academic learning. As such, the children in our Early Years classes will experience the same timetable as their counterparts in Key Stage 1. Daily taught Maths and English skills will provide firm foundations for their later careers as learners. Learning will be tailored to the needs of the EYFS curriculum but with high expectations and appropriate balance between staff-aided and independent work.

Section 5: Assessment

At Barnham Primary School, ongoing assessment is an integral part of the teaching and learning cycle. This process begins during our pre-starter transition where we gather information from home and nursery or pre-school, including an academic summary of progress against the Early Years curriculum.

Within the first 6 weeks that a child starts school, staff will administer the Reception Baseline Assessment (RBA). This will be led by the Early Years Lead and delivered by class teachers. The Early Years Lead will be responsible for coordinating these assessments and ensuring consistency of approach takes place across the different classes.

During the academic year, children will be assessed at certain key points. All 17 areas will be assessed each term, using the schools own 'red, amber, green' or RAG assessment at the Autumn, Spring and Summer terms. Alongside this will be more specific assessments each term around phonics, in line with the school's adoption of the Read, Write, Inc phonics programme.

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 achievement against the planned sessions in class, assessment from teacher-based observations, and discussions with Barnham Support Assistants and families. The results of the profile are shared with families via the end of year report.



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.

Section 6: Working with families

At Barnham Primary School, we recognise that children learn and develop well when there is a strong partnership between staff and families. As such, families are kept up to date with their child's progress and development regularly, through informal conversations as part of our 'open-door' approach, or via more formal routes like parent meetings and reports. The progress check and EYFS profile helps to provide families 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. Usually this will be the class teacher, unless a BSA is assigned to a child because of a range of specific needs. The key person supports families in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate, via the class teacher and the school's Inclusion Coordinator.

Section 7: Safeguarding and welfare

Our safeguarding and welfare procedures are outlined in our school safeguarding policy.

Section 8: Monitoring arrangements

This policy will be reviewed and approved by Sam Parkin, EYFS lead and Nicky Schofield, School Business Manager annually.

At every review, the policy will be shared with the Trustee 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 policy
Procedure for responding to illness	See first aid policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See Generic Emergency Evacuation plan (GEEP)
Procedure for checking the identity of visitors	See child protection policy
Procedures for a parent failing to collect a child and for missing children	See child protection policy
Procedure for dealing with concerns and complaints	See compliments and complaints policy