# Edinburgh Primary School

# EYFS Policy

**Agreed by governing body: March 2026**

**Next review date: March: 2028**

**Policy Statement**

At Edinburgh Primary, we are committed to providing high-quality early education that gives every child the best possible start in life. We follow the Statutory Framework for the Early Years Foundation Stage (EYFS**)** and work in line with the Ofsted Education Inspection Framework, ensuring children are safe, happy, engaged, and supported to achieve their full potential.

We recognise that children develop at different rates and in different ways and we value each child as a unique individual.

**Aims of the EYFS**

The EYFS aims to:

- Provide a **safe, secure, and nurturing environment**
- Support children to become **confident, resilient, and independent learners**
- Promote **school readiness** through rich learning experiences
- Build strong **partnerships with parents and carers**
- Ensure equality of opportunity and inclusion for all children

**The Four Overarching Principles of EYFS**

**A Unique Child**

Every child is a competent learner who is resilient, capable, confident, and self-assured. We support children's individual needs, interests, and stages of development, including those with SEND.

**Positive Relationships**

Children learn to be strong and independent through warm, respectful, and secure relationships with adults and peers. We promote positive behaviour and emotional well-being at all times.

**Enabling Environments**

We provide a stimulating, well-organised environment that encourages exploration, curiosity, and independence, both indoors and outdoors.

**Learning and Development**

Children learn and develop through purposeful play, adult-led activities, and child-initiated learning, guided by skilled practitioners.

## Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) 1st September 2025.

## Curriculum

Children working within EYFS access the seven areas of learning: - Communication and Language - Physical Development - Personal, Social and Emotional Development - Literacy - Mathematics - Understanding the World - Expressive Arts and Design

For children working within Year 1 expectations, National Curriculum objectives are introduced flexibly and supported through EYFS-informed approaches.

### Intent

Our Reception curriculum:

- Is ambitious and inclusive for all pupils
- Is sequenced to build knowledge and skills over time
- Prepares children for the transition into Key Stage 1

### Implementation

Practitioners:

- Use high-quality interactions, modelling, and questioning
- Teach early reading through systematic synthetic phonics
- Develop language and vocabulary across all areas
- Balance direct teaching with purposeful play
- Adapt teaching to meet individual needs.

### Impact

Children:

- Make strong progress from their starting points
- Are confident, engaged learners
- Are well-prepared for Year 1

The impact of our EYFS-informed approach in a mixed Year 1 class is seen in Confident, motivated, and engaged learners.

- Positive behavior and attitudes to learning.
- Secure foundations in key skills and knowledge.
- A smooth and successful transition into Key Stage 1.

- Progress is monitored through ongoing assessment, observation, and professional discussion.

**Parental Engagement**

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.

- Parents and care givers are valued as partners in learning
- Information about progress and development is shared regularly
- Guidance is provided to support learning at home.
- We hold stay and learn sessions where Parents are invited into school to join in with children's learning. This takes place once a term, encouraging parents to get involved with the school, and their child's learning and to promote reading for pleasure.
- Parents share their traditions and have a voice in creating the curriculum. We work as a community, valuing parental and child input and creating an inclusive and warm environment. All our staff are experienced and passionate about Early Years education, prioritising the well-being of all in the school community.
- Parents evenings are held every term. Progress reports are given out every half term.

**Inclusion**

- Provision is inclusive and adapted to meet individual needs
- SEND support follows the graduated approach (Assess, Plan, Do, Review)
- Teaching promotes equality, diversity, and respect
- All children are supported to achieve their potential

**At Edinburgh Primary we look closely at the learning and consider the Characteristics of Effective Learning, raising awareness of different areas throughout the year.**

**The Characteristics of Effective Learning:**

• Playing and Exploring-engagement

• Active Learning-motivation

• Creating and Thinking Critically-thinking.

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner. At the beginning of

the year we focus intensely on encouraging the children to 'Have a go!', developing each child's identity as a learner. As children begin to try new things we shift focus to encouraging them to 'Keep on Trying', using a range of strategies to develop resilience and self-esteem. By recognising the value of and prioritising the characteristics of effective learning, we are able to provide an environment in which children become highly motivated and enthusiastic learners, developing awareness of their own individual learning styles and interests.

**Seven Areas of Learning and Development**

The EYFS framework includes seven areas of learning and development. Three of the areas are seen as particularly important and are therefore called the 'prime areas'.

**Areas of Learning and Development**

**Prime Areas**

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

**Specific Areas**

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

**Continuous Provision**

• a clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the EY curriculum.

• an environment that facilitates independence, curiosity and hands on play-based learning.

• that Continuous Provision enables children to explore recent learning, practice new skills and follow their own interests.

• staff enhance Continuous Provision through careful intervention.

• carefully chosen and organised high-quality resources and experiences that are constantly available for children to access independently across every area of their learning.

## Outdoor Learning

The environment, both indoors and outdoors, plays a key role in enabling and extending children's learning and development.

Children are encouraged to find and use equipment and resources independently and these are organised to allow all children including those with a disability and/or SEND to explore and learn in a secure and safe space for most of the day.

When planning for outdoor learning we will be carefully considering:

- Children wearing suitable clothing, including waterproofs that the school provides
- Teaching children to use the climbing frame safely
- Extending the learning in the classroom – so that all curriculum areas are covered
- Health and wellbeing (PSED,), understanding nature and growing opportunities
- Opportunities for all
- Utilising our own nature garden and mud kitchen.

## 9. Welfare and Safeguarding

'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 the safeguarding and welfare requirements detailed in the EYFS Statutory Guidance (2024) Section 3

We have 1 member for every 13 children. We comply with infant class size legislation and have 1 teacher per 30 pupils.

- Free school lunch is available to children
- Children enjoy daily fruit and are encouraged to drink water throughout the day
- Risk assessments are carried out when children go on a school visit in line with our Educational Visits Policy
- Transition is carefully planned for the children from Reception to Year 1 (see separate section on transition)
- A reception risk assessment is in place to review the health and safety arrangements on a regular basis.
- All adults working with children are DBS checked and suitable.
- Schools Safeguarding policy includes, Action to be taken when there are safeguarding concerns about a child. Action to be taken in the event of an allegation being made against the member of staff.
- How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting. (Tapestry).

- 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 children about:

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

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

**Transition**

We adopt a staggered approach to starting school. By the end of the first week we have all children in full time. During this time, lessons are focused on getting to know each other, learning class rules and adapting to new routines. This is also the time that we complete baseline assessments of all children, identifying their knowledge and understanding and planning with individual needs in mind. We like to begin our learning as soon as possible (generally Week 3 of term) in order to maximise children's attainment and progress across the term.

**Reception – Year 1** We work very hard to prepare our children for Year 1 at the end of Reception, this begins in Summer Term 2. Time will be allocated to prepare the children for the more the formal approach in Year 1. The activities are still very practical and play based and will be adjusted to the needs and interests of the children. The outdoor space is still very much used during the transition period and focus groups continue. Children attend Assemblies with the rest of the school and also spend time playing in the large playground and Muga.

**Assessment**

For every child starting Reception, our practitioners will complete a government baseline assessment (RBA) in their first 6 weeks of school.

At the end of Reception, we use the Early Learning Goals (ELGs) to judge whether a child is meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is called the EYFS Profile.

**TAPESTRY**

Tapestry is the online learning journal that captures the children's learning experiences through photographs and videos. It allows learning that takes place at school to be shared with parents, and is used as a way of showing a broader picture of a child's development. Parents give a signed permission slip to set up a tapestry account and consent if children are in the background of any photos. Group photos can only be

viewed by staff and not parents of children that are tagged due to Safeguarding policy of the school.

Aim

• To gather information that informs our understanding of a child's development and next steps

• To ensure that our children have equal access to a broad and balanced curriculum

• To develop children's awareness of the learning process and to involve them in and be part of their own self-assessment

• To involve all significant people in a child's life

• To monitor the development and progress of every child

• To assist in the monitoring, evaluation and planning of the curriculum

• To share information with staff, parents/carers and other agencies

• To produce written information that will be forwarded to the child's Year 1 teacher.

**At the end of EYFS**

The national expectation is for children to achieve a 'Good Level of Development' (GLD). At the end of EYFS, GLD is when a child achieves 'expected; within all strands within the prime areas of learning as well as all strands within literacy and maths'.

However, every child is unique. Some will exceed this expectation, while others may still be working towards it.

Our aim is for all children to progress to their full potential. We want them to feel safe, happy and excited as they begin their school journey and to develop a range of learning skills and styles which will allow them to develop both as individuals and as part of a caring community.

**Review and Monitoring**

This policy is reviewed every 2 years or in response to statutory or inspection updates. Leaders monitor practice to ensure it remains effective and aligned with statutory guidance.

**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 | 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 |
| Procedure for checking the identity of visitors | See child protection and safeguarding |
| Procedure for dealing with concerns and complaints | See complaints policy |