FARRINGTONS
SCHOOL

EYFS POLICY 2026-27

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Links to other policies	Policy linked to: Use of Mobile Devices in the EYFS Policy; Missing pupils Policy; Anti-Bullying Policy; Attendance Policy; Behaviour Policy; Child protection and Safeguarding Policy; Complaints Policy; Equality Policy, Diversity and Inclusion Policy; Pastoral Care Policy; Prevent Duty Policy; Supervision of Pupils Policy; Uniform Policy; Whistleblowing Policy; EAL Policy; Trips and Visits Policy; First Aid Policy; Health and Safety Policy; EYFS Sun Safety Policy
Main changes since last review	Ratio added for 2 year olds. Framework amended to read 2026.
Date of next review	September 27

FARRINGTONS SCHOOL
EYFS POLICY

This is an overarching EYFS Policy in accordance with the Statutory Framework for Early Years, September 2026, giving a holistic view of the School's Early Years Foundation Stage provision.

The Statutory Framework for Early Years, September 2026 states, "Every child deserves the care and support 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 of their lives, so their experiences have a major impact on 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."

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

At Farringtons the Foundation Stage comprises of 1 Pre-reception class with 1 teacher and 2/3 Teaching Assistants (ratios are dependent on class numbers) and 1 Reception classes, with a class teacher and a Teaching Assistant.

The following four guiding principles shape our practice:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Importance of learning and development. Children develop and learn in at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

In line with EYFS principles, at Farringtons School we:

- Provide quality and consistency across both Reception classes
- In Pre-reception we operate a key person approach which develops close relationships with individual children
- Provide a secure and safe learning environment, indoors and out
- Provide a balanced curriculum
- Plan challenging and enjoyable learning experiences, based on the individual child, informed by observation, assessment, and the child's interest
- Provide opportunities for children to engage in activities that are both adult-initiated and child-initiated
- Work in partnership with parents and within the wider context
- Provide equality of opportunity and anti-discriminatory practice, ensuring that every pupil is included and supported.

The Early Years Curriculum

Using the important and inter-connected Prime and Specific Areas of learning from the Statutory Framework for Early Years, September 2026 we plan an exciting and challenging curriculum based on our observation of the children's needs, interests and stages of development.

At Farringtons we believe in all pupils making the best possible progress from their starting points - academically, personally, socially and emotionally. We aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that each child is challenged to reach for the highest level of personal achievement.

In planning and guiding pupil activities, we reflect on the different ways that pupils learn and ensure we are enabling them to explore, create and think critically and be active. Schemes of work are based on a series of topics, offering experiences across the Prime and Specific Areas of learning, using both the inside and outside learning areas. We follow the pupils' interests, and this is reflected in our short-term planning. We draw on our links with the community to enrich their experiences by taking them on visits and inviting engaging speakers and workshop providers into the School.

The Prime Areas are crucial in igniting the pupils' curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. The four Specific Areas enable the Prime Areas to be strengthened and applied.

The 3 prime areas are:

- Communication and language - Listening, attention and understanding - Speaking
- Physical development - Gross motor skills - Fine motor skills
- Personal, social and emotional development - Self-regulation - Managing self - Building relationships

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

- Literacy - Comprehension - Word reading - Writing
- Mathematics - Numbers - Numerical patterns
- Understanding the world - Past and present - People, culture and communities - The natural world
- Expressive arts and design - Creating with materials

Each Area encompasses a balance of adult-led and child-initiated learning. Pupils have whole group and small group teaching, the former increasing as the pupils move through their Reception year, thus preparing them for the more formal environment of Year 1.

At Farringtons, we have a clear, consistent, approach to the teaching of phonics and early reading, delivered through the 'Little Wandle Letters and Sounds Revised' scheme. Little Wandle Letters and Sounds Revised' is a DFE fully validated approach. Adoption of this scheme ensures that we provide a fully systematic and sequential approach to developing the skills needed for early reading. 'Little Wandle Letters and Sounds Revised' ensures that our teaching supports children in developing their understanding of using the alphabetic code for reading and spelling, ranging from simple to complex words. This consistent delivery of the knowledge and skills needed for early reading is facilitated for our learners as their early reading skills develop.

Inclusion

We value all of our pupils as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We believe all our pupils matter and we give each and every one of them the opportunity to achieve their best.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

We plan challenging activities for pupils whose ability and understanding are more advanced. We use resources which reflect diversity and are free from discrimination and stereotyping.

If as a school we do not have the necessary resources or expertise to cater for the needs of a child, we will have an honest and open conversation with parents/carers.

The Learning Environment

The EYFS classrooms are organised to allow pupils to explore and learn independently and collaboratively, securely and safely. The classrooms are set up in learning spaces, supporting the Prime and Specific Areas.

Observation and Assessment

We recognise assessment plays an essential role in helping parents/carers and School staff to recognise pupils' progress, understand their needs, and to plan activities and offer appropriate, targeted support.

All pupils are assessed prior to entry into Pre-reception and aim to ensure that the school is one where the entrant will flourish socially, emotionally and academically.

Ongoing assessment is an integral part of our learning and development process. Staff observe the pupils to understand their level of achievement, interests and learning styles, and to shape learning experiences for them reflecting those observations. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place.

We ensure assessment opportunities do not entail prolonged breaks from interaction with pupils, nor require excessive paperwork.

A Reception baseline assessment is carried out within the first four weeks of a child starting in Reception. We also use a range of assessments, both formative and summative, with individual pupils at various points. The progress of the pupils is continually monitored, with termly meetings scheduled to discuss judgements, set targets, and implement booster and support groups where appropriate.

At the end of both the Pre-Reception and the Reception year children are assessed against the EYFS Profile Early Learning Goals, a decision is made whether they are:

- meeting expected levels of development
- not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions among teachers working with the children.

Formal reports for all pupils in Reception are provided twice over the course of the year, in the Autumn and Summer term. In the Summer term report, comments cover all Prime and Specific Areas. An overview which indicates attainment against each of the 17 Early Learning Goals, and a summary on their Characteristics of Effective Learning, is also be published to parents.

Parent evenings are held in both the Autumn and Spring terms, and give the opportunity to discuss a child's social, emotional and academic gains and areas for ongoing target.

We operate an open-door policy across the EYFS. If you would like to speak to member of the team or would like to discuss your child's progress appointments can be made.

Opportunities are for parents to come into school and review the children's workbooks.

Transitions

Transitions are carefully planned for, and time is given to ensure continuity of learning. At any transition, we acknowledge the pupil's needs and establish effective partnerships with those involved. Pupils attend a classroom induction session, to develop familiarity with the setting and School staff, prior to joining in Reception.

In the final term of Pre-reception, the Year Pre-reception teacher will meet with the Reception teachers to discuss each pupil's development towards the Early Learning Goals and their Characteristics of Effective Learning. This supports a smooth transition into from Pre-reception into Reception.

Likewise, In the final term of Reception, the Year 1 teacher will meet with the Early Years staff and discuss each pupil's development against the Early Learning Goals and their Characteristics of Effective Learning. This supports a smooth transition into Year 1 and helps the Year 1 teacher to plan an effective, responsive, and appropriate curriculum that will meet the needs of each individual pupil.

Partnership

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the pupils and their families. Parents are children's first and most enduring educators and we value the contribution they make and encourage them to play an active part in their child's education both at home and at School. Working with other services and organisations is integral to our practice, in order to meet the needs of our pupils. At times we may need to share information with other professionals, providing the best support possible.

Safeguarding and Welfare

Children's safeguarding and welfare is paramount. We have a secure environment and stringent policies, procedures, and documents in place. We teach pupils how to be safe, make choices and assess risks. All safeguarding and child protection policies within the school apply equally to children in the EYFS so far as they are relevant to that age group.

We comply with the Statutory Framework for the Early Years Foundation Stage (September 2026) and meet the associated regulatory requirements for Safeguarding and Welfare to:

- Promote the welfare of children
- Promote good health, including oral health

- Prevent the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure all adults who look after the children, or who have unsupervised access to them, are suitable to do so
- Ensure that we maintain the correct pupil to adult ratios and that all staff are suitably qualified
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Maintain records, policies and procedures required for safe, efficient management of the School and to meet the needs of the children
- Protect the physical and psychological wellbeing of all children. See Farringtons School's Child Protection and Safeguarding Policy and Procedure (incorporating Staff Behaviour and Code of Conduct).

Safer Eating

We ensure that during EYFS eating times a member of PFA qualified staff is always present. Information around allergies and intolerances should be gathered on entry and periodically checked, staff should know that these can arise at any point in a child's development and are aware of the treatment for an allergic reaction. Children are always within sight and hearing whilst eating, with staff facing the children as they eat in case of choking and to prevent food sharing (any incidences of choking that requires intervention should be reported to parents and carers.)

Oral Health

Healthy eating habits and good oral health are continually promoted.

Behaviour

The Head of EYFS and Pre-Prep is the named person responsible for behaviour management issues regarding Early Years pupils. The School has a Behaviour Policy, and an Anti-Bullying Policy. All of which pertain to the Early Years Foundation Stage.

Ratios

We ensure that pupils are adequately supervised and that children are always within sight and hearing of staff. We meet the requirements of the Statutory Framework for the Early Years Foundation Stage (September 2026) with the following adult to child ratios:

Adult to child ratio in pre-reception for 2-year-olds is 1:5 and 3-year-olds is 1:13, if a member of staff with QTS, EYTS, EYPS or another approved level 6 qualification is working directly with the children. The ratio is 1:8 in all other cases with at least one member of staff holding an approved Level 3 qualification and at least half of all other staff holding an approved Level 2 qualification. In Reception the ratio is 1:30 with at least one member of staff holding an appropriate Level 6 qualification.

Paediatric First Aid

All EYFS staff hold a recognised Paediatric First Aid certificate/are in the process of being trained to, as noted in Annex A of Statutory Framework for the Early Years Foundation Stage (September 2026).

Paediatric First Aid training is renewed every three years. Lists of staff holding a valid Paediatric First Aid certificate are displayed in the Pre-reception and Reception classrooms.

Policy Reviewed: September 2026

Policy Review Date: September 2027

Policy linked to: Use of Mobile Devices in the EYFS Policy; Missing pupils Policy;

Anti-Bullying Policy; Attendance Policy; Behaviour Policy; Child protection and Safeguarding Policy; Complaints Policy; Equality Policy, Diversity and Inclusion Policy; Pastoral Care Policy; Prevent Duty Policy; Supervision of Pupils Policy; Uniform Policy; Whistleblowing Policy; EAL Policy; Trips and Visits Policy; First Aid Policy; Health and Safety Policy