Bushfield Road Infant School

Early Years Foundation Stage (EYFS) Policy

Review date: November 2027
Policy Approved: November 2026
Applies to: Children in the school's EYFS provision and the staff who work with them

1. Our aims

At Bushfield Road Infant School, we want every child to feel safe, valued and ready to learn. Our EYFS provision reflects our values of **Kindness, Teamwork and Curiosity**.

We aim to:

- give children a secure start to school and build strong relationships with families;
- provide a broad, carefully sequenced curriculum so children build knowledge and understanding across all areas of learning;
- develop children's communication, independence, confidence and enjoyment of learning;
- identify children's strengths and needs early, then adapt teaching so all children can take part and make progress;
- prepare children well for Year 1.

This policy is read alongside the school's safeguarding and child protection, behaviour, SEND, attendance, health and safety, medicines, intimate care, online safety and complaints policies.

2. The EYFS curriculum

The school follows the statutory EYFS framework for school-based providers. The curriculum covers the seven areas of learning:

- **Communication and language**

- **Personal, social and emotional development**
- **Physical development**
- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

The three prime areas—communication and language, personal, social and emotional development, and physical development—underpin children's learning across the curriculum.

Staff plan a sequence of learning that builds on what children already know and prepares them for what comes next. Children learn through a purposeful balance of direct teaching, adult-guided activity and play. Adults model language and skills, introduce new ideas and vocabulary, and help children practise and apply what they have learned.

We place particular emphasis on developing staff expertise so that children deepen their understanding across **all** areas of learning—not only literacy and mathematics. Staff make sure that resources, routines and interactions help children revisit and build on important learning.

3. Inclusion and support

We want every child to participate and feel that they belong. Staff get to know each child, including their interests, experiences, communication, development and any barriers to learning.

Where a child needs additional support, staff:

1. adapt everyday teaching, the environment and routines;
2. discuss concerns with the family and agree appropriate support;
3. seek advice from the SENDCo and, where helpful, relevant professionals;
4. review whether the support is helping the child to take part and learn.

Additional support supplements, rather than replaces, high-quality everyday teaching. Staff follow the school's SEND and equality arrangements and make reasonable adjustments where needed.

At Bushfield Road Infants School, we use the **SHREC approach** within our EYFS provision to support children's communication, language and social development. SHREC focuses on **Sharing attention, Responding, Expanding and having Conversations**, helping children to become confident communicators through meaningful interactions with caring adults. We recognise that strong relationships and high-quality talk are at the heart of children's learning, so practitioners take every opportunity to listen, model language and extend children's thinking through play and everyday experiences. By using the SHREC approach, we create a warm, language-rich environment where every child feels valued, heard and supported to thrive.

We recognise that children may join school with different experiences, levels of confidence and language knowledge. Staff use clear explanations, visual support, repetition, modelling and opportunities for children to talk and practise. Children who are learning English as an additional language are supported to develop English while their home language and knowledge are valued.

4. Assessment and planning

Assessment is part of everyday teaching. Staff observe children, listen to them, look at their work and check what they can do independently. They use this information to identify what each child knows and what teaching or practice will help them next.

Assessment is used to improve learning, not to create unnecessary paperwork. Staff share relevant information with colleagues and use it to support continuity between classes and at transition to Year 1.

The EYFS Profile is completed for each child in the final term of the academic year in which they turn five, in line with statutory requirements. Results are shared with parents and carers, who are offered an opportunity to discuss them with the teacher.

5. Working with parents and carers

We recognise parents and carers as children's first educators. Staff build respectful, open relationships with families and share information about children's learning, routines and wellbeing.

We share information about how the EYFS is delivered, the experiences and activities children take part in, how families can support learning at home, the support available for children with SEND, food and drink arrangements, staffing and the child's key person. Relevant policies are made available on request.

Families are encouraged to tell us about changes or concerns that may affect their child's wellbeing, attendance or learning. Information is handled sensitively and shared in line with the school's safeguarding and information-sharing procedures.

6. Transition and attendance

We work with families and, where appropriate, children's previous settings to help children settle into school. Staff share relevant information so that routines, relationships and support can be established promptly.

Regular attendance helps children take part in the curriculum, maintain relationships and build learning over time. The school follows its attendance policy, works with families when

attendance becomes a concern and considers the learning a child may have missed when planning support.

At the end of Reception, staff share relevant information with Year 1 colleagues to support a smooth transition and continued learning.

7. Safeguarding, welfare and safety

The safety and welfare of children are central to our provision. All staff follow the school's safeguarding and child protection procedures, know how to report a concern and act promptly. Safeguarding concerns are recorded clearly, including actions taken, decisions made, the reasons for decisions and outcomes.

The school follows the current EYFS statutory welfare requirements and *Keeping Children Safe in Education*. Detailed procedures—including arrangements for staff suitability, concerns about adults, supervision, first aid, medicines, accidents, collection of children, missing children, devices and online safety—are set out in the relevant school policies and procedures.

8. Roles and responsibilities

- **The Headteacher and governors** ensure that the school meets its statutory responsibilities and that EYFS provision is appropriately supported and reviewed.
- **The EYFS Lead** supports curriculum planning, staff development and consistent practice across the provision.
- **Teachers and practitioners** deliver the planned curriculum, build positive relationships, assess learning, adapt teaching and raise concerns about children's learning, wellbeing or safety.
- **The SENDCo** supports staff and families where children may have special educational needs and/or disabilities.
- **The Designated Safeguarding Lead (DSL)** leads the school's safeguarding arrangements. Staff report concerns to the DSL or deputy without delay.

9. Monitoring and review

Leaders review EYFS provision to check that the planned curriculum is being taught and that children are building knowledge across all areas of learning. This includes observing teaching and interactions, discussing children's learning with staff, reviewing children's work and checking that agreed improvements are making a difference.

Monitoring is used to identify what is working, where practice is inconsistent and what support staff need. The EYFS Lead and Headteacher report significant findings and priorities to governors through the school's usual arrangements.

This policy is reviewed annually, or sooner if statutory guidance or the school's provision changes.

Sources

- *Early Years Foundation Stage Statutory Framework for Group and School-based Providers*, Department for Education, effective 1 September 2026. (gov.uk)
- *Keeping Children Safe in Education 2026*, Department for Education. (gov.uk)
- *Education Inspection Framework 2025*, Ofsted. (gov.uk)