



Early Years Foundation Stage (EYFS) Policy

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Person Responsible for this Policy	Angela Ransby
Policy Author	Angela Ransby
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CEO Signature	Angela Ransby
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1. Principles that shape practice

We believe that:

- Every child deserves to have a positive experience of education where their individual needs are recognised and they are supported to thrive.
- Every child is a unique child, who is constantly learning.
- Our focus on personal, social and emotional development enables children to develop positive attitudes towards learning and towards others.
- Children learn and develop well in nurturing environments, in which their experiences respond to their individual needs and there is a strong partnership between all staff, parents/carers and home-schools.
- Children develop and learn in different ways and at different rates and all are valued equally.

2. Learning and development

- The EYFS curriculum is derived from the DfE Statutory Framework for the Early Years Foundation Stage and Development Matters.
- Children may be taught in mixed age classes with high levels of adult support and scaffolding, in some cases, curriculum may be delivered 1:1. Programmes of Study at KS1 also include EYFS to support planning so that pupils are able to access a broad curriculum at a level appropriate to their own personal requirements.
- Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is seen as essential for children's development, building their confidence as they learn to explore, to think about problems, and where possible relate to others.
- We try to maintain a balance between teacher initiated and child led activities.
- We take into consideration the child's individual needs: their medical needs (which always take priority), interests, and stage of development. We use this information to support shaping our planning.
- In planning and delivering activities, we consider the different ways that children learn: through playing and exploring, active learning and creative and critical thinking.
- As pathways allow we provide a stimulating environment which includes frequent access to outside areas for learning and play to support enhanced and continuous provision.
- Phonics is prioritised and follows the Read Write Inc. programme.

3. Assessment

- Detailed baseline assessments are requested from mainstream schools to establish a clear picture of pupil's current ability and to enable planning and learning which will allow them to make maximum progress throughout their placement.
- Ongoing assessment is an integral part of the learning and development process. Children are observed, to understand their level of achievement, interests and learning styles, which then shapes future planned learning experiences. We value the input of parents/carers, and home-schools in this process.
- Teacher assessment of objectives taught, is shared with the home-school to give a clear picture of progress.
- Children's work books provide a record of each child's learning and development achievements.
- If children attend a part-time placement, the class teacher will liaise with the home-school to share assessments and learning progress. Home-schools will complete the child's Reception Baseline Assessment in the autumn term and their EYFS profile towards the end of the summer term.

4. Safeguarding and Welfare

Raedwald Trust will ensure that all staff understand and support the purpose and aims of the EYFS policy and that they are aware of their professional roles and responsibilities as determined by current legislation and follow the school's guidelines, Raedwald Trust child protection and safeguarding policies and procedures. Also see Safeguarding & Child Protection Policy, Positive Behaviour Change Policy, SEN Policy, Equality, Diversity & Inclusion Policy, Health and Safety Policy and Complaints Procedure.