SANDWICH INFANT SCHOOL

Where everyone is valued and learning is fun

EYFS POLICY

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Version	**Date**	**Author**	**Change description**
V1	01.09.2025	H. Jackson	New policy
V2	01.09.2026	H. Jackson	Change to timetable and recording

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At Sandwich Infant School we believe that early childhood is the foundation on which children build the rest of their lives. At our school the EYFS takes place in the reception year (age 4-5 on entry), all children are encouraged to attend school from the start of the academic year. Our practitioners will provide ample opportunities that build upon children's experiences and interests to enable all children to reach their full potential in every aspect of their development.

Aims

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress throughout school and life.
- To provide a structured, secure, and caring environment which meets the individual developmental needs of our young learners. To enable them to become confident, motivated, and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- To prepare children and parents for the transition to Year 1.

The Statutory Framework for the Early Years Foundation Stage (EYFS) is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Sandwich Infant School we ensure that every child is a competent, happy learner who can be resilient, capable, confident, and self-assured. We recognise that each child is on their own learning journey, children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

At Sandwich Infant School we recognise that children learn to be strong, confident, and independent from being in secure relationships. We model and foster curiosity, determination, honesty and the ability to make connections within their learning and with their peers through our school values. Foundation Stage practitioners discuss class rules with the children, so that they can be happy, safe and ready to learn.

Inclusion

We are a fully inclusive school, and we value the diversity of all individuals within the school. All children at Sandwich Infant School are treated fairly whatever their needs, abilities, race, gender, or religion. All children and their families are valued within our school. In our school we believe that all our children matter, and we give them every opportunity to achieve their full potential. We do this by involving children in the planning of their learning, encouraging them to make their own choices and considering their range of life

experiences. In the Foundation Stage we set realistic and challenging expectations that meet the needs of each of our children. We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's skills, knowledge, experience, and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate, inspire and support children and to help them to learn effectively.
- Providing a safe, supportive, stimulating, and calming learning environment in which the contribution of all children is valued.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide additional support where necessary to close the gap.

Enabling Environments

At Sandwich Infant School we recognise that the environment plays a key role in supporting and extending children's development.

We provide a rich and varied learning environment to support pupils focus, critical thinking skills and imagination. We use natural resources and real-life objects as we know this will evoke the children's curiosity and increase their motivation to investigate, explore and to become involved. This extends their ideas and experiences. By providing a calming environment, reducing clutter, and reducing visual stimulus that the pupils can focus on the key learning aspects.

Our environment is carefully planned to reflect individual children's interests and next steps in development. The learning environment both inside and outside is adapted throughout the year to meet the developing needs of the children. The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. Each classroom has defined learning areas; where children are able to find and locate equipment and resources independently (see Appendix 2). There is an enclosed outdoor area, and weather dependent, children are able to free flow between the indoor and outdoor spaces during child-initiated times. Being outdoors offers the children opportunities to explore the natural world and explore equipment in different ways. They can use their senses, develop their language skills, explore mathematical ideas, solve problems, write for specific purposes and be physically active.

We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning. At our school this is called 'Enhanced Provision', which is carefully planned and resourced to ensure a wide range of learning opportunities are available throughout the school year. Teachers use the characteristics of effective development to assess individual engagement with the learning environment and make appropriate adaptations rapidly.

Planning, Observation and Assessment

At Sandwich Infant School we have created an inspiring and comprehensive curriculum which includes a wide range of experiences, often taught through themed weeks of learning to teach the key knowledge and skills we want the children to learn and remember. Teachers use flexible planning so that they can respond to the needs, achievements, and interests of the children. This means that although a structured plan is in place, formative assessment takes president.

We use information from parents and pre-school settings to inform our knowledge and understanding of every child. We assess the children's interests, stages of development and learning needs through observation. We analyse and review what we see or know about each child's development and learning, and then we make informed decisions about the child's progress. This enables us to plan appropriate next steps which are engaging, challenging, yet achievable activities and experiences which extend the children's learning.

When children start school with us in September, they are assessed against the Reception Baseline Assessment, and this is carried out during the first 6 weeks. We record the child's learning journey through child voice, photos, and examples of their work (Appendix 3). We share Learning Journeys with parents during parent evenings and regular open afternoons. We use our knowledge of the children, and evidence collected, to inform our judgements which are recorded for whole school tracking on Bromcom at key points throughout the year. At the end of the reception year in school, the child's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

Baseline Assessment

In order to measure children's progress, during the first few weeks in Reception the teachers will assess the ability of each child on entry using the statutory assessment framework. All children will be assessed in the first six weeks of entering reception. The assessment takes 20 minutes per child and can be paused and restarted when necessary. The total number of marks available is 39. The assessment is focused on early Math and Literacy which is clearly linked to the development matters requirements of EYFS. To respond to the assessment, pupils will be asked to demonstrate linguistic skills such as blending sounds, or mathematical skills such as number sense. Some cognitive processes, such as memory or attention, are deployed in both mathematics and literacy tasks. Children will respond orally and practically, by pointing, ordering, or moving objects. Our EYFS team will follow this by performing baseline assessments of the seven learning areas through well thought out learning opportunities and observations during normal daily sessions. Baseline assessments allow us to identify patterns of attainment within the cohort and to plan for individual children and groups of children. We use this information to inform planning and set targets for the children.

Ensuring Quality Data - Moderation

To ensure quality baseline assessment, Reception teachers work together to ensure data is agreed and that teachers' judgements are robust and accurate. Moderations as part of the Academy Trust and Star Alliance (local schools) are an important part of this process as well as internal moderation with Senior Leaders. Data is collected and submitted at the end of each academic year to the county.

Early Learning Goals

The level of development children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals. They help teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year 1.

Learning And Development

At Sandwich Infant School we believe children learn best through real experiences and active learning. Children thrive on structure and a clear daily routine, which provides for teacher directed, teacher initiated and child-initiated learning opportunities. We support children's learning throughout the child initiated and planned play activities and in doing so we ensure children have opportunities to engage and thrive in all aspects and areas of learning.

At appropriate opportunities the adults will:

• Question, respond to questions and engage the child in extended conversations that support sustained shared thinking

• Extend vocabulary, knowledge, and skills

• Encourage independence

• Add resources that stimulate, motivate, and engage the learner

• Demonstrate/model and work alongside

• Help children to see links in their learning

• Support and encourage

• Encourage children to be problem solvers, problem setters and investigators

• Re-direct the play if necessary

• Help children to learn how to negotiate and resolve conflict

• Promote children's well-being

• Observe and assess learning

• Record judgments and plan for next steps in learning

At our school we know that active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning. Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas, and asking open questions. Children at Sandwich Infant School can access resources freely and are allowed to move them around the environment to extend their learning.

There are seven areas of learning and development that must shape educational provision in Early Years settings.

Areas of learning:

Prime Areas

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Specific Areas

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Art and Design

- Creating with Materials
- Being Imaginative and Expressive

We value all the areas of learning and development, however, recognise the importance of the prime areas in empowering children with the skills needed to flourish in the specific areas and throughout KS1. At Sandwich Infant School our curriculum and timetables have been carefully created and are adapted to support this development (Appendix 3).

The role of parents and carers

We recognise the huge contribution parents make to their child's learning and we work hard to develop and sustain links with parents. We actively encourage families to be fully involved in the life of the school by:

• Offering an open day for all prospective parents to visit the school with their children, alongside booked tours.

• Visits by the teacher to children's nurseries prior to them starting school.

• Talking to parents about their child before their child starts in our school both through a parent meeting, and through an informal presentation at school.

• Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school through transition play sessions.

• Offering parents and carers regular opportunities to talk about their child's progress through an open-door policy and through Parent/Teacher meetings.

• Providing workshops to share information about the way we teach reading, writing and math's so that parents can feel confident supporting their children at home.

• Encouraging them to support their child in home learning activities.

• Encouraging them to support their child with learning to read and basic phonics skills.

• Encouraging parents and carers to talk to the child's teacher if there are any concerns.

• Inviting parents to attend enrichment opportunities with their child at least once a term, through trips, concerts, picnics, and open learning sessions.

• Parents receive termly feedback on their child's progress in phonics through the sharing of the children's 'gaps' in GPCs, blending and high frequency words.

• Parents receive an annual written report on their child's attainment and progress at the end of the school year.

•Providing home contact books, which are checked daily, where parents can share any celebrations, record their reading and see the new vocabulary being learnt in Drawing Club each week.

• Regularly sharing the children's learning journal folders and valuing the on-going contributions to these from parents.

Transition to Year 1

Towards the end of the reception year, our teachers will begin to further prepare the children for the Year 1 national curriculum. We do this by:

• Implementing a similar timetable and structure in Term 6 that children will receive in Term 1 in Year 1.

• Allowing the children to spend time in the Year 1 classrooms with Year 1 staff – more frequently for those children with special needs.

•Providing a social story which can be shared at home for children who need additional support with transitions.

• Scheduling a transition day towards the end of the summer term when all classes will spend a whole day with their new teacher in their new classroom.

• Presenting to parents the expectations for a child in Year 1, the differences in timetable, homework, and learning.

• Allowing time for the teachers of the existing classes to 'handover' to the Year 1 teachers, giving information on family background, learning styles, friendship groups, academic ability, progress achieved through the year etc.

Health & Safety 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 Early Years Foundation Stage Statutory Guidance and our own school Safeguarding Policy. It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's learning journals, in class displays and on the school website and Twitter. All parents are asked to state if they give permission for their child's image to be used on the school website and/or social media through the paperwork in their initial starter packs.

We promote healthy eating through our daily snack time and children under the age of 5 have access to free milk. We are aware of the Early Years Foundation Stage Nutrition Guidance 2025 and follow the guidelines as outlined below.

•A Pediatric First Aider is present when the children are eating

•All children sit at a table when eating and do not walk around

•Children are provided with a healthy fruit or vegetable snack daily

We promote good oral health through our curriculum, supported by a local dentist, exploring the importance of brushing your teeth and the effects of eating too many sweet things,

We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We also insist that:

• The class teacher is responsible for the pastoral care of each child as well as academically. Teaching assistants support the class teacher in this important role.

• The school's named First Aider and one member of the EYFS team are qualified in Pediatric First Aid.

• Medication will be kept in the school medical room or staff room fridge, well out of reach of pupils and administered in accordance with the Medicines in School Policy.

All safeguarding and child protection concerns will be reported to the Designated Safeguarding Lead and procedures will be followed in accordance with the school's Safeguarding Policy.

Trips

Risk assessments are completed for all trips and events. Trips are covered on a ratio well within legal requirements and Individual children who are identified as a potential risk are given specific adult supervision.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children about boundaries, rules and limits and help them understand why they exist. We provide children with choices to help them develop these important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We understand that we are required to:

• Promote the welfare of children.

• Promote good health, prevent the spread of infection, and take 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 the premises, furniture, and equipment is safe and suitable for purpose

• Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

• Maintain records, policies and procedures required for safe efficient management of our EYFS classrooms and environment to meet the needs of the children.

• Provide staff with continual CPD. We endeavor to meet all these requirements.

Monitoring and review

Senior Leadership Team (SLT), governors and subject leaders carry out monitoring of the EYFS through lesson observations, learning walks, book sharing, data analysis and discussion of individual children's learning journeys as part of the whole school monitoring schedule.

This policy will be reviewed and approved by Miss Hannah Jackson, Head of EYFS annually. At every review, the policy will be shared with the governing 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 attendance policy
Procedure for checking the identity of visitors	See child protection
Procedures for a parent failing to collect a child and for missing children	See attendance policy
Procedure for dealing with concerns and complaints	See complaints policy

Appendix 2. Key Areas Within the Provision

- Maths - Resources linked to mathematical learning are open and available for children to choose from during their independent play in the big room, small room and where appropriate the outdoor area.
- Mark Making - Resources for mark-making are open and available in the big room, small room and outdoor area.
- Home corner (Big room) – Will evolve and adapt throughout the year as the children's vocabulary progresses and should reflect the current learning – progressing towards wholly role play by the start of spring term 2.
- Small world/imaginative play – Resources are open and available in the big room, small room and outdoor area.
- Construction (large or small scale) – Resources are open and available in the big room, small room and outdoor area.
- Junk modelling – Resources are available during continuous provision across both classrooms.
- Book corner - Provided in the big room, small room and outdoor provision. This is a cozy and inviting space, with a small selection of carefully selected books (30-40) changed each term.
- Sand – Outdoor area, open and available dependent on weather conditions.
- Water – Outdoor area, open and available.
- Natural den/digging pit - Outdoor area, open and available.
- Dry mud kitchen - Outdoor area, open and available.
- Obstacle course and climbing frame – Outdoor area, open and available dependent on weather conditions
- Bikes and track – Outdoor area, open and available.

Working Walls

- Learning journey completed by start of teaching Monday for the previous week, including the Drawing Club text of the week
- Maths working wall reflects current learning or recaps previous weeks working
- Phonics - Current focus sounds are on display and clearly 'highlighted' (singled out)
- English working wall is added to throughout the week to reflect work taking place. The Key text (book) that is used in Drawing Club is added as soon as it has been shared.
- Name cards are available for children to practice writing their name, progressing to HFW as children progress.
- High Frequency words are available for children to see and access once they have been taught

Appendix 3. Recording and Gathering Evidence

Term 1 & 2

- 2 Drawing club writing, 1 maths each week.
- 2 additional writing opportunities termly
- Start floor book for RE
- **At least** one piece of child-initiated work in term 1 and **two** in term 2.
- Evidence of name writing
- Handwriting books used once weekly in Term 2

Term 3

- 3 Drawing Club (writing), 1 maths each week
- 2 additional writing opportunities termly
- Evidence of dictated captions
- Handwriting books
- One piece of child-initiated mark-making every other week
- If a child is not writing their name - weekly evidence
- RE floor book

Term 4

- 3 Drawing Club (writing), 1 maths each week. Handwriting books
- 2 additional writing opportunities termly
- Evidence of dictated sentences
- Handwriting books
- One piece of child-initiated mark-making every other week
- RE floor book

Term 6

- 3 Drawing Club (writing), 1 maths each week.

- 2 additional writing opportunities termly
- Evidence of dictated sentences
- Handwriting books
- One piece of child-initiated mark-making every other week
- RE floor book

Appendix 4. Example timetable (Term 2)

	Tabletop	Self-registration – Lunches Emotional check-in TAs – check all home contact books and book change. GPC precision teaching. Activities are set out on tables and carpet for children to access. Not continuous provision.
	Registration	Register on Bromcom Teach new Makaton/review taught signs Visual timeline Days of the week All children sat on the carpet
	Phonics	Following the LW lesson structure and pace TA support on the carpet
	Maths	Lesson structure to follow Power Maths planning TAs to support on the carpet New vocabulary clearly modelled
	Maths Carousel	All activities linked to Power Maths objectives and children's next steps Teacher and TAs each lead a group. Remaining groups work independently on a task.
	Snack and chat	Children wash hands, retrieve bottles and sit at tables Snack is offered individually with the expectation of a verbal response e.g no thank you.. A conversation prompt is given and facilitated by teacher/TA
	Drawing Club or Teacher Focus	Drawing Club: New vocabulary is taught alongside actions. Key Text is shared with the class.

		Daily drawing club focus is clearly modelled (character, setting or adventure time). Writing is clearly modelled and inline with pupils current phonics progress. All children move to tables to complete their own drawing club picture in their books. Teacher Focus: Children engage with a teacher led session Opportunities are given for partner talk New vocabulary is modelled and put into context TAs support and model carpet talk
	PDR	Enhancements linked to current learning are set out on tables. Opportunities for learning are introduced, the song is sung, children allowed to discuss with a peer what they would like to do, then teacher selects a few key children to share. Teacher/TA to perform a focus task or intervention. Teacher/TA to facilitate learning focusing on children's next steps.
	Reading Practice	Planned and delivered following the 3 reads structure of LW
	Circle Time/Show and Tell	Planned to develop attention and listening. All children to sit on the carpet. Rules clearly explained. TAs modelling expected behaviour.
Lunch		
	Maths Mastery	Lesson structure to follow Maths Mastery planning TAs to support on the carpet New vocabulary clearly modelled
	Dough Disco	Teacher models correct actions at the front of the classroom TAs support engagement on the carpet All children copy actions
	Handwriting	Lesson structure to follow LW handwriting progression.
	Show and Tell	Children share pictures or objects from home. Teacher supports with questioning and language development
	PDR	Enhancements linked to current learning are set out on tables. Opportunities for learning are introduced, the song is sung, children allowed to discuss with a peer what they would like to do, then teacher selects a few key children to share.

		Teacher/TA from each class to perform a focus task or intervention. Teacher/TA from each class to facilitate learning focusing on children's next steps.
	Bucket Time	Lead by Teacher/TA All children to participate Teacher/TA to sit and support attention and listening
	Story Time	Use of carefully selected text, book talk – open questioning Opportunities for partner talk New vocabulary modelled and clearly explained Children given the opportunity to repeat new vocabulary/take part in repeated refrains