



EYFS Policy

Aims

This policy aims to ensure that:

- Children access a broad and balanced curriculum that provides them with the knowledge and skills necessary for good progress throughout school and later life.
- There is quality and consistency in teaching and learning, ensuring every child makes good progress and no child is left behind.
- There is 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.

Legislation

This policy is based on legal requirements outlined in the [Statutory Framework for the Early Years Foundation Stage \(EYFS\) September 2025](#).

Structure of the EYFS

At Clifton College, the Early Years provision includes:

- Children aged **3 –4 years** attending **Preschool**.
- Children aged **4–5 years** in two-form entry **Reception classes**.
- Early Years wraparound care, that includes a Breakfast Club and After School Club, both held in the Preschool building.

Curriculum

The early years setting follows the curriculum as outlined in the EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, three areas known as the Prime Areas are seen as particularly important for building children's capacity to learn, form relationships and thrive.

The Prime Areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through four Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



Alongside this sit the **Characteristics of Effective Teaching and Learning**. These characteristics emphasise the child's active role in their own development through engagement, motivation, and thinking processes.

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Planning

The EYFS team at Clifton College provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do. The teaching team at Clifton College look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging, relevant and enjoyable curriculum across all areas of Learning and Development. In order to do this, the team working with the youngest children are expected to focus strongly on the three prime areas.

In planning and guiding children's activities, the team reflects on the different ways that children learn and include these in their practice. If, despite high-quality teaching and targeted classroom intervention, a child is still not making the expected progress or attainment, additional support may be required. In collaboration with parents/carers and the school's SENCo, a Pupil Profile may be created to identify and provide targeted, individualised support.

Teaching

Each area of learning and development is delivered through planned, purposeful play and a balance of adult-led and child-initiated activities. The teaching team responds to each child's emerging needs and interests, guiding their development through warm, supportive interactions. The outdoor provision mirrors the learning opportunities available indoors and reflects the children's interests. It also offers a balanced mix of adult-led and child-initiated experiences, supporting holistic development across all areas.

Assessment

Formative Assessment

Within the Early Years ongoing formative assessment is an integral part of the learning and development processes. The teaching team observes children to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Observations and comments shared by parents and/or carers become part of the ongoing formative assessment.



Baseline Assessment

Within the first three weeks of starting Reception, children are assessed to establish a baseline.

Summative Assessment

Following the School's Assessment Policy, staff in the EYFS complete simple termly summative assessments, using the following descriptors

- On track - exceeding
- On track
- Not on track - slightly below
- Not on track - below expected

EYFS Profile

At the end of Reception, staff complete the EYFS Profile. Children are assessed against the 17 Early Learning Goals (ELGs) as:

- Expected – meeting expected levels of development
- Emerging – not yet reaching expected levels

Profiles are based on ongoing observations, staff knowledge, and parent discussions. Judgements are:

- Moderated internally, using the [Birth to 5 Matters](#) or [Development Matters](#)
- Moderated externally, in partnership with local schools
- Submitted to the Local Authority (LA)
- Shared with parents in end of year reports

Transition

At Clifton College, transition is recognised as a process—not a single event—and is carefully planned and supported in collaboration with parents, children, and practitioners. Each year group benefits from a tailored transition process designed to meet the individual needs of the child as they move to the next stage of their educational journey. Children have opportunities to visit their new learning environment, become familiar with new routines, and build relationships with their new teacher. The teaching team shares professional knowledge and insights to ensure a smooth, supportive experience. This transition process is embedded throughout the academic year, allowing time for preparation, familiarity, and continuity of care.

Working with parents/ carers

A high-quality Early Years provision relies on effective, ongoing communication between educators and families. At Clifton College, our primary aim is to ensure that children's personal, social, emotional, and developmental needs are met, laying a secure foundation for their educational success.



The teaching team recognises that parents/ carers are their children's first and most enduring educators, and that strong partnerships between home and school positively impact children's learning and development.

We encourage parent/ carer partnership through:

- Showing respect and understanding for the role of the parent/carers in the child's education.
- Listening to accounts of their child's development and any concerns they may have.
- Making parents/ carers feel welcome by being friendly, approachable and having an open door policy.
- Maintaining an on-going dialogue.
- Being flexible in arrangements for settling children in.
- Meeting with parents/ carers regularly to discuss progress.
- Inviting parents into the setting to see their child's learning environment and range of learning opportunities.
- Sharing children's learning via comments, photos or videos on Tapestry
- Inviting parents/carers in to share their specialised skills.
- Inviting parents/ carers to accompany staff on trips or help in class.
- In Reception, parents make use of the home/school message book which is looked at daily by the Reception staff.

Key Person

Each child in the Early Years provision is assigned a key person, typically their class teacher, who ensures that the child's learning and care are tailored to meet their individual needs. The key person builds a strong, supportive relationship with the child and acts as a consistent point of contact for parents and/or carers, helping to guide and share information about their child's development at home and in school.

Safeguarding and Welfare Procedures

It is essential that all children in the Early Years are safe, secure, and happy. At Clifton College, we are committed to promoting children's welfare by creating an environment in which they can thrive physically, emotionally, and socially. We teach children about safety boundaries and the reasons behind our expectations for behaviour, helping them to understand rules and make positive choices. Children are encouraged to take age-appropriate risks as part of their learning, while being supported to recognise and manage potential hazards safely and confidently. We aim to protect the physical and psychological well-being of all children. We understand that children learn best when they are healthy, safe, and when their individual needs are met, supported by strong, positive relationships with adults and peers. To support emotional well-being, we use the 'Zones of Regulation' to help children develop awareness of their feelings and emotions. We also promote positive behaviour through our 'Golden Rules': be ready, be safe, and be



respectful. Our safeguarding and welfare procedures are outlined in our safeguarding policy and behaviour policy.

Monitoring Arrangements

This policy will be reviewed and approved by the Deputy Head of the Pre-Prep, and EYFS Lead every year. At every review, the policy will be shared with our governing board.

Key Policies:

- EYFS policy
- Safeguarding and protecting children Policy
- Administering Medicines
- Fire Emergency Plan
- Visitors Policy
- Attendance Policy
- Complaints Policy
- Food Hygiene Policy