

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

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Policy Lead	Head of Junior School
Reviewed By	Head of Junior School and Junior School Deputy Head Pastoral
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1. Introduction

1.1 The Early Years Foundation Stage (EYFS) at North London Collegiate School (the School) covers the Reception year. Entry into the Junior School is at the beginning of the school year in which the children turn five. The EYFS provision complies with the Department for Education's statutory framework for children's learning, development, educational programmes and the safeguarding and welfare.

1.2 This policy must be read in conjunction with the following which are available on the School [website](#):

- Administration of Medicines and Supporting Pupils with Medical Conditions Policy (internal document)
- Assessment, Tracking and Reporting Policy (internal document)
- Curriculum Policy
- English as an Additional Language (EAL) Policy
- First Aid Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy

1.3 This policy applies to the Early Years Foundation Stage.

1.4 Copies of the above are held at the Senior School Office for consultation by parents. You may also email the School at Office@nlcs.org.uk to request hard copies which can be made available in large print or other accessible format if required.'

1.5 Further information about the EYFS is available from the Junior School Deputy Head Pastoral.

2. Aims and Objectives

2.1 The early years education we offer pupils is based on the following principles:

- it builds on what our pupils already know and extend their learning
- it ensures that no pupil is excluded or disadvantaged
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors
- it provides a rich and stimulating environment

3. Statutory and regulatory framework

- 3.1 This policy is in accordance with the following:
- [Statutory framework for the early years foundation stage](#)
 - [Keeping Children Safe in Education \(September 2025\)](#)

4. Scope and responsibilities

- 4.1 The Head of Junior School and the Junior School Deputy Head Pastoral are responsible for ensuring the School complies with the EYFS statutory framework.
- 4.2 The School also recognises the important role parents and guardians play in the education of their children and hosts a formal meeting for parents each term, at which parents discuss their child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.

5. The Foundation Stage Curriculum

(See Curriculum Policy)

- 5.1 Our curriculum for the Foundation Stage reflects the seven areas of learning, the characteristics of effective learning and the Early Learning Goals. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage. They provide the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work, where appropriate, to support their planning for individual pupils. The School's curriculum reflects the learning and development principles of the EYFS statutory guidelines.
- 5.2 The seven areas of learning and development include:

Three prime areas:

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

Four specific areas:

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

The characteristics of effective learning are:

- playing and exploring
- active learning
- creating and thinking critically

6. Teaching and Learning Style

6.1 The features of effective teaching and learning in the School are defined in the Curriculum Policy. The more general features of good practice in the School that relate to the Foundation Stage are:

- the partnership between teachers and parents
- a curriculum that helps pupils achieve the Early Learning Goals by the end of the Foundation Stage
- the understanding that teachers have of how children develop and learn
- the range of approaches that provide first-hand experiences
- the provision for pupils to take part in activities that build on and extend their interests, and develop their intellectual, physical, creative, social and emotional abilities
- the opportunities for pupils to communicate about their learning, and to develop independence
- attention is given to planning lessons for pupils identified with EAL
- the facilities and equipment, both indoors and outdoors
- the identification, through observations, of pupil progress and future learning needs
- the good relationships between the School and the other educational settings in which pupils have been learning before joining our school
- the regular identification of training needs for all adults working at the Foundation Stage including SEND and EAL training

7. Play at the Foundation Stage

7.1 Through play, the girls explore and develop the learning experiences that help them make sense of the world. They practice and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems.

8. Inclusion at the Foundation Stage

(See SEND and EAL policies)

8.1 At the Foundation Stage, the School sets realistic and challenging expectations so that most achieve the Early Learning Goals by the end of the stage. Some pupils progress beyond this point. The School helps them do this by planning to meet the needs of all pupils, including those with special educational needs, who are more able, have disabilities, from all social and

cultural backgrounds, from different ethnic groups, and from diverse linguistic backgrounds.

9. English as a Second Language

(See EAL Policy)

- 9.1 The School recognises the importance of ensuring children communicate in their home language whilst at school. The home corner and themed activities in the creative shared area provide opportunities for children to play in their home language. Books in a variety of languages are available in the book corner. Small group learning ensure that children have opportunities to learn and reach a good standard in English.

10. Parents

- 10.1 The School actively involves parents and guardians in their child's education by:

- talking to parents at an induction meeting before children start at the School
- give pupils the opportunity to spend time with their teacher before starting school
- holding a welcome evening at the beginning of the Autumn Term
- having an open-door policy
- encouraging parents to talk to the form teacher if there are any concerns
- offering a range of activities, throughout the year, that encourages collaboration between the child, School and parents

11. Assessment

(See Assessment, Tracking and Reporting Policy)

11. Assessment in the Foundation Stage takes the form of observation. The information contained in the Foundation Stage Profile is available at our parental consultation meetings. The School is exempt from the reporting requirements of the EYFS. Information about the Early Learning Goals is included in the individual school reports sent home in July each year.

- 11.2 Entry into the Reception class is assessed and creates an academic base line. Pupils are also assessed using BASE (CEM) on entry to Reception.

12. Resources

- 12.1 The School plans a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. The School uses materials and equipment that reflect both the community that pupils come from and the

wider world. The School encourages pupils to make their own selection of the activities on offer as this encourages independent learning.

13. Monitoring and review

- 13.1 The Headmistress and Senior Team will regularly monitor and evaluate the effectiveness of this policy.
- 13.2 This policy will be subject to review at least annually by the Head of Junior School and Junior School Deputy Head Pastoral, or more frequently if changes to legislation, regulation or statutory guidance so require.
- 13.3 This policy will be subject to review at least annually by the relevant committee of the Governing Body, or more frequently if changes to legislation, regulation or statutory guidance so require.
- 13.4 The date of the next review is shown on the front page.