



**BLENHEIM
SCHOOLS**

EYFS SCOPE & ATTENDANCE POLICY



**HYDEVILLE
TOWER SCHOOL**

EYFS SCOPE AND ATTENDANCE POLICY

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Terminology

- “Our teams” and “team member/s” include everyone working in Outcomes First Group’s settings and services in a paid or unpaid capacity, including employees, consultants, agency staff, trainees and contractors. For Blenheim schools, volunteers are included in this definition.
- “Parents and carers” refer to the person or -people with legal parental responsibility for the child/young person

1.0 POLICY STATEMENT

We are committed to providing a safe, inclusive and nurturing Early Years environment in which every child can learn, develop and thrive. We deliver the Early Years Foundation Stage (EYFS) in accordance with statutory requirements, promoting high standards of learning, development, safeguarding and welfare, while working in partnership with parents and carers to support each child’s individual needs and progress.

The EYFS Statutory Framework applies to children from birth to the end of their Reception year.

This policy must be read the school and Group’s other policies, including:

- Key Person (EYFS) Policy
- EYFS Supervision Policy
- Safeguarding Policy
- Pupil Attendance Policy
- SEND and Inclusion Policy
- EAL Policy
- Data Protection Policy
- Intimate Care Policy
- Positive and therapeutic touch Policy

- Staying Safe Online Safety Policy
- Educational Visits Policy
- Medicines Policy
- Health and Safety Policy
- Relational and Inclusive Behaviour Policy

2.0 AIMS FOR EARLY YEARS FOUNDATION STAGE

Our aims for Early Years Foundation Stage are to provide:

- quality and consistency in our setting, so that every child makes good progress, and no child gets left behind.
- a secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- partnership working between teachers/ practitioners and with parents/carers.
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

We adhere to the EYFS specific requirements for learning and development and for safeguarding children and promoting their welfare.

3.0 EYFS REQUIREMENTS

The EYFS Statutory Framework comprises both **Learning and Development Requirements** and **Safeguarding and Welfare Requirements**, which together support children's learning, development, wellbeing and safety.

3.1 LEARNING & DEVELOPMENT

The **Learning and Development Requirements** cover:

- the areas of learning and development that inform the activities, experiences and curriculum provided for children;
- the *Early Learning Goals (ELGs)* that describe the knowledge, skills and understanding children are expected to achieve by the end of the Reception year; and
- the assessment arrangements used to monitor progress and communicate outcomes to parents and carers.

3.2 SAFEGUARDING AND WELFARE

The **Safeguarding and Welfare Requirements** set out the measures the school takes to safeguard children, promote their welfare, and provide a safe, secure and supportive learning environment.

These requirements are in addition to and alongside the requirements set out in [Keeping children safe in education \(KCSiE\)](#) and [Working together to safeguard children](#). The safety and well-being of the children we educate and support is always our highest priority. Please see the *Safeguarding Policy* for further information.

4.0 ATTENDANCE

In accordance with the EYFS Statutory Framework (3.12), the school operates a clear Attendance Policy which is shared with parents and carers. This policy sets out expectations for reporting child absences and the actions the school will take where a child is absent without notification or for a prolonged period of time. All team members are responsible for knowing and applying this policy.

Schools should ensure that the requirements of EYFS paragraphs 3.11 and 3.12 are addressed for their setting either within the school's Attendance Policy or, where appropriate, within a separate EYFS Attendance Policy.

Key attendance requirements (EYFS 3.11–3.12) are as follows:

- (i) All child absences must be reported by parents/carers as early as possible on the first day of absence, using the school's nominated contact method.
- (ii) Where a child is absent without prior notification, the school will follow up promptly, typically by the end of that morning session by telephone, text message or other appropriate means.
- (iii) Where absence is prolonged or unexplained, the school will consider patterns and trends in the child's attendance alongside their known personal circumstances.
- (iv) Any concerns arising from unexplained or prolonged absence that may indicate safeguarding risk must be referred without delay to local children's social care services and, where appropriate, a police welfare check must be requested. This process will be led by the Designated Safeguarding Lead (DSL) in line with the school's *Safeguarding Policy*.

5.0 OUR CURRICULUM

Our Curriculum allows every child to progress successfully through the Early Years Foundation Stage and encourages the development of natural curiosity to foster a lifelong love of learning.

Through observation and assessment, well planned activities and opportunities team members encourage children to gain pre-school skills with minimum pressure and lots of fun. A balance of child-initiated, and adult-led activities encourages the children to discover a wide range of subjects through play and exploration and prepares them to progress confidently onto the next stage of their learning.

We aim to provide a challenging and enjoyable environment where team members support children's learning and look for ways to extend their knowledge and interests. We use open ended questioning to promote active learning and critical thinking, increasing the ability of children to offer appropriate responses and extend their own learning.

We observe the **four guiding principles** that shape our practice.

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, with teaching and support from adults who respond to their individual interests and needs and help them to build their

learning over time. Children benefit from strong partnerships between practitioners and parents and/or carers.

- children develop and learn in different ways and at different rates. We recognise the importance of learning and development and take account of the education and care needs of all children, including those with special educational needs and disabilities (SEND).

The curriculum of the Early Years Foundation Stage underpins all future learning by promoting and developing three prime and four specific areas.

The three prime areas are:

- Personal, Social and Emotional
- Physical Development
- Communication and Language

The four specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

6.0 CHARACTERISTICS OF EFFECTIVE LEARNING

The EYFS Statutory Framework (1.18) defines three specific characteristics of effective teaching and learning, which are:

- Playing and exploring;
- Active Learning;
- Creating and Thinking Critically.

These characteristics are explained in more detail below.

The sections on *Inclusion*, *Assessment* and *Record Keeping*, and *Resources* are included to support effective EYFS practice within the school's wider provision but are not statutory requirements.

6.1 Playing and Exploring

We have a curriculum where children are provided with opportunities to find out their own interests, explore and try things out, make their own choices and decisions, play collaboratively with peers and adults, develop a 'can-do' attitude to learning and use what they know and experiment through play as well as teacher-led activities. We have stimulating resources which are accessible, open-ended and can be used and combined in a variety of ways and are relevant to the children's interests.

Learning journals, observations and photographs are stored securely and processed in accordance with the school's Data Protection Policy and UK GDPR. Parents/carers are informed how information relating to their child is collected, used and shared.

6.2 Active Learning

Children are provided with opportunities for self-chosen play and self-directed activity. We get to know our children well and observe and reflect daily, both formally and informally, on what rouses the children's curiosity, looking for signs of deep involvement. Therefore, we can provide activities and experiences that are related to their interests and areas of enthusiasm.

We ensure children are given the time and freedom to become deeply involved in activities. Children are given verbal and emotional support to help them to persist and keep trying to achieve their aims. We give positive feedback to behaviour that shows children's learning processes – such as concentrating, trying different approaches, persisting, and having new ideas.

6.3 Creating and Thinking Critically

We establish boundaries in space, time, resources, choice, and supportive relationships that children can explore within. We support children's interests over time, remind them of previous approaches and encourage them to make connections between their experiences.

We build opportunities for children to play and explore with ideas and resources before or after a planned task. Adults also try to be sensitive conversational partners and co-thinkers to children's problems, showing and talking about strategies and sometimes modelling the creative process. Children are encouraged to learn together and from each other. We try to foster a learning community which focuses on how, and not just what, we are learning.

6.4 Further support for effective learning

6.4.1 Inclusion

All children will receive quality first teaching daily and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed in liaison with the Special Needs Coordinator. (Please refer to the SEND and Inclusion Policy for greater detail). The needs of children with English as an additional language will be met through planning and support.

6.4.2 Assessment & Record Keeping

The EYFS framework requires three distinct layers of assessment, each with separate requirements. These are set out below and should not be conflated with the school's internal assessment practices, which are additional good practice.

The EYFS Statutory Framework identifies three distinct assessment requirements, which must not be conflated with each other or with the school's internal assessment practices. These are set out in the paragraphs below.

Ongoing Formative Assessment (EYFS 2.5): Practitioners continually observe and assess all children in all areas of learning and development. This is ongoing and informally embedded in daily practice. No written record of each individual observation is required by statute; however,

practitioners must use this information to shape provision and plan next steps. Assessment information is shared regularly with parents to support children's learning at home.

Progress Check at Age Two (EYFS 2.6–2.10): This is a specific statutory deliverable. When a child is aged between two and three, practitioners must provide parents and carers with a short written summary of the child's development in the three prime areas of learning. This written summary must: highlight areas where the child is progressing well; flag where additional support may be needed; identify any possible developmental delay or SEND concern; and describe a plan to address such concerns, involving the SENCO and relevant health professionals where appropriate (EYFS 2.8). Before sharing the Progress Check with other professionals (for example, a health visitor), the school must obtain the consent of parents and carers (EYFS 2.10). This two-year check is separate from, and must not be confused with, the school's internal progress reports or learning journals.

The EYFS Profile (EYFS 2.13–2.21): The statutory EYFS Profile is completed by the class teacher at the end of the Reception year. It is an assessment against the Early Learning Goals (ELGs), not the school's internal learning journal. The Profile must be completed no later than 30 June in the child's final term of Reception. A copy must be given to the Year 1 teacher (to support transition) and shared with parents. The results must be reported to the local authority on request (EYFS 2.21). The school's internal progress profiles and learning journals are separate documents maintained in parallel to support day-to-day practice; they do not constitute or replace the statutory EYFS Profile.

Each child has a progress assessment profile or learning journal, that is based on the current EYFS framework. These documents are used to summarise the children's progress and track their development.

Observation and Assessment is rigorous and involves all team members. We make regular assessments of children's learning and ensure that future planning reflects what the children have already learned as well as identifying individual interests and needs. Each child has an individual tracker and each class has a group tracker. Every child has an initial assessment within 2 weeks for Reception, and up to 3-4 weeks for Nursery of starting in the environment, evaluating their abilities and needs on arrival as a baseline. A written report is completed in the Spring and Summer term for Reception and an end of year report for Preschool to consolidate progress tracking; and a parent/teacher meeting is offered in every term to inform parents of their child's development. All these assessments are sent to and discussed with the parents by each child's Key Person or teacher allowing for written communication from the parents to be included in their child's Profile. The Profile is given to the child's next stage of education to assist with transitions.

6.4.3 Resources

We plan a learning environment, both indoors and outdoors, that is exciting, stimulating and encourages lifelong learning. We use materials and equipment that reflect both the community and the wider world and encourage the children to make their own selection of the activities on offer. The profiles and photographs or videos reflect the children's individual learning.

6.4.4 Screen Use

In accordance with EYFS Statutory Framework 3.94, the school has regard to DfE guidance on children's screen use in early years settings ("Help for early years providers: Screen use"). When technology is used as a resource within the learning environment — including interactive whiteboards, tablets, or computers used in Understanding the World and Expressive Arts and Design activities — team members ensure that screen use is purposeful, age-appropriate, time-limited and accompanied by adult interaction. Passive or unsupervised screen time is not used as a substitute for active learning or adult-led activities. Team members are familiar with and apply the current DfE guidance on screen use as part of their professional practice.

7.0 PRIME AREAS OF LEARNING

7.1 Personal, Social and Emotional Development

This area is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

With our modelling and guidance, our children will learn how to look after their bodies, including healthy eating, and managing personal needs independently. Through supported interaction with other children, they learn how to behave socially, make good friendships, co-operate, and resolve conflicts effectively. These skills will provide a solid foundation on which children can build and achieve at 'big' school and in later education and life.

7.2 Physical Development

This is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop at stages throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, we support our children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Fine motor control and precision helps with hand-eye co-ordination. We offer repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with support as needed, to allow children to develop proficiency, control, and confidence.

7.3 Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's interactions are a strong focus as they form the foundations for language and cognitive development, and we promote a language rich environment with plenty of adult role modelling and commentary.

We read frequently to children, engaging them actively in stories, non-fiction, rhymes, and poems, as well as providing them with extensive opportunities to use and embed new words in a range of contexts. Through conversation, storytelling and role play, children share their ideas with support and modelling from their teachers, enhanced by sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

8.0 SPECIFIC AREAS OF LEARNING

8.1 Literacy

We want our children to develop a life-long love of reading, both through language comprehension and word reading. Language comprehension begins in the very young and develops when adults talk with children about the world around them and the books (fiction & non-fiction) they read with them, and learning and using rhymes, poems and songs. We develop skilled word reading via decoding and recognition of familiar printed words. We develop writing through spelling, handwriting and articulating ideas and structuring them in speech, before writing.

8.2 Mathematics

We support our children to develop a solid foundation in number to support the development of the necessary building blocks to excel mathematically later on.

We want them to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. We provide frequent and varied opportunities to build and apply this understanding - such as using a variety of objects, for organising counting to develop a secure base of knowledge and vocabulary on which mastery of mathematics will be based. Our curriculum includes opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that our children develop positive attitudes and interests in Maths, looking for patterns and relationships, spotting connections, having a go', talking to team members and peers about what they notice and not being afraid to make mistakes.

8.3 Understanding the World

We guide our children to make sense of their physical world and their immediate and wider communities by offering a breadth of personal experiences, increasing their knowledge and sense of the world around them – this will include a range of visits & trips as well as visitors across each academic year. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

8.4 Expressive Arts and Design

The development of our children's artistic and cultural awareness supports their imagination and creativity. We ensure regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is vital for developing understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.

9.0 THE 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 (ELGs)*. These goals support our team members to make a holistic, best-fit judgement about our children's development, and their readiness for Year 1.

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement; this is noted as sufficient evidence to assess a child's individual level of development however we will maintain sources of written or photographic evidence as appropriate.

We will meet the individual needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence.
- using a variety of teaching strategies that are based on children's learning needs.
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively.
- offering a safe and supportive learning environment, in which the contribution of all children is valued.
- providing resources that reflect diversity, avoid discrimination or stereotyping.
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- monitoring children's progress and providing support as necessary.
- extending child-initiated ideas and activities.

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