

Early Years Foundation Stage (EYFS)



*'Learning for life,
building a firm foundation'*

Reviewed: September 2026

Headteacher: Lisa Edwards

Policy Statement

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At All Saints primary school and nursery, children can join our nursery from aged three and join our reception class in the year they turn five.

In partnership with parents and carers we believe that our vision, *Learning for life, building a firm foundation*, is really important and by enabling the children to begin the process of becoming active learners for life and building a firm foundation in which children can grow and flourish. We believe that children need firm foundations on which to build in all aspects of their lives.

Aims

At All Saints CE primary School and nursery our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make good progress in All saints EYFS, it is our intent to take into consideration their starting points and needs of our pupils as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Our EYFS curriculum aims to enable our children to be:

Competent and creative learners; who are curious about the world around them.

Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning.

Skilful communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment.

It is our intent to ensure that all children will receive the teaching of early reading through systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of Reception.

The Nursery and Reception follow the curriculum as outlined in the EYFS document. The EYFS is based on seven key features of effective practice as set out in Development Matters 2021.

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

Curriculum and Planning

At All saints CE Primary school and nursery, we follow the Early Years Foundation Stage Framework 2021. This is made up of four overriding principles which our Early Years education is based upon:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
4. Importance of **learning and development**. Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

A Unique Child

We recognise that every child can be a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways. 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.

All children and their families are valued at All Saints CE primary school and Nursery.

All pupils are treated as individuals and have equal access to all provisions available.

All pupils are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

Assessments take into account contributions from a range of perspectives to ensure that any child with any potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are discussed with parents/carers at an early stage and the school's SENCo is called upon for further information and advice. Appropriate steps are taken.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences 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 and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging and appropriate activities for children.
- Monitoring children's progress and taking action to provide support as necessary.

Positive Relationships- Working with Parents and Carers

At All Saints Primary school and Nursery, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with all children and their families.

We do this through:

- Getting to know all families and children during personalised induction sessions.
- Inviting all parents and carers (both new to nursery and current nursery going into reception) to an induction meeting before their child starts.
- Regular parent meetings/sessions to provide support and information on different areas of the curriculum eg phonics and reading workshops.
- Weekly stay and play for younger children to support transition into nursery.
- Encouraging parents to talk to the child's teacher if there are any concerns. There are three formal parent/carers consultations (one per term) during the parent consultations the teacher and the parent and carers discuss their child's achievements, progress and next steps.
- Parents receive a written report on their child's progress at the end of the year.
- Parents are encouraged to look at their child's work in their books and learning journals throughout the year.
- Arranging a wide range of activities throughout the year that encourage collaboration between child, school and parents: workshops, celebration assemblies, nativity, school visits, summer Fayre and special events such as Diwali, Easter, May Day, big picnic, Remembrance service and community lunches.
- Providing daily feedback during meet and greet and always providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

- All staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the Characteristics of Effective Learning.
- Rich first hand experiences (inside, outdoors, visitors and school trips) to widen experiences, awe and wonderment.
- Exploratory learning and thinking creatively including problem solving across all areas of learning.
- New vocabulary and concepts through reading will excite and engage all learners which includes staff modelling standard English and asking high quality questions.
- Curriculum will promote and support children's emotional security and development of their character enabling children to take risks in a safe and secure environment. Supporting children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind to others.

At All Saints primary school and Nursery, we support children in using three characteristics of effective teaching and learning. These are:

- **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.

We refer to these Characteristics of learning through all our planning, activities (we share visuals with the children) and display/collect language on our working walls.

(Statutory Framework for EYFS September 2021)

Learning and Development

The curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving onto year 1. The children in both nursery and reception are provided with opportunities accessible in our indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated activities.

The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas.

The **prime areas** are:

- **Communication and Language**- this involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development**- this involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Personal, Social and Emotional Development**- this involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

- **Literacy** - the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** - the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.
- **Understanding the World** - this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** - this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

All seven areas of learning and development are important and interconnected.

At All Saints Primary school and Nursery, children are provided with a range of rich, meaningful first-hand experiences, in which children can explore, think creatively and are active. We provide a well-balanced curriculum and our planning ensures that each child has the opportunity to develop their

knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child-initiated learning.

Assessment

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (Expected)
- Not yet reaching expected levels (Emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

At All Saints, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

Each pupil in nursery and reception have a learning journal and an adult led book. In Reception pupils also have a phonics and handwriting book, reading book and diary.

Learning journals are shared with parents and carers on a regular basis.

Transition into Year 1

Although EYFS and Year 1 work together throughout the year to ensure our timetables, routines, provision and environments support a smooth transition. During the summer term prior to a child's entry into their new class, the following procedures have been put into place to ensure successful transition.

- In nursery and reception, children have the opportunity to visit the school and spend time with the adults prior to induction day.
- Inviting all parents and carers (both new to nursery and current nursery going into reception) to an induction meeting/information sharing session before their child starts
- During the summer term- children will participate in regular transition activities and build relationships with the new adults eg sharing stories.
- Joint EYFS and KSI moderation/planning meetings through the year to discuss timetables, skills progression, planning/provision and adapting the policy.
- During the final term in Reception, the EYFS profile is completed for each child. The profile provides parents, carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for year 1.
- Each child's level of development is assessed against the early learning goals. The profile indicates whether the children are meeting expected levels of development, or if they are not yet reaching expected levels (emerging).
- There is a transition/handover between Nursery/Reception and Reception/Year 1 staff. Reception and Year 1 teachers are given a copy of the child's report together with a small commentary of their

skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Nursery/Reception and Reception/Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in year 1.

Assessment and Monitoring

The children at All Saints will grow to be confident, competent lifelong learners and good citizens.

All children experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which to build upon.

We use learning journals across the EYFS, supplemented with exercise books in Reception, which evidence to the children and their families the successes of the children throughout their time in Early Years.

As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. Assessment starts with careful observations which are then used to inform planning. Learning and teaching is thus effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity.

By monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum. Progress toward the ELGs will ensure a positive disposition to learn.

Safeguarding and Welfare Procedures

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 'Keeping Children Safe in Education' statutory guidance and adhere to the School's safeguarding policy.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly.

Staffing Ratios

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over: Where a person with qualified teacher status, early years professional status, or early years teacher status is working directly with the children, we have at least 1 member of staff for every 13 children. At least 1 other member of staff holds an approved level 3 qualification.
- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children

Paediatric First Aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate in each EYFS classroom and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

Oral health and Tooth Brushing

We promote good oral health, as well as good health in general, in the early years by teaching children about:

• Maintaining a Healthy Smile

Keeping your teeth and gums healthy helps you eat, speak, and smile with confidence. Good oral hygiene habits should be practised every day.

• The Importance of Brushing Your Teeth

- Brush your teeth twice a day for two minutes.
- Use a pea-sized amount of fluoride toothpaste.
- Brush all surfaces of your teeth gently.
- Replace your toothbrush every 3-4 months or when the bristles become worn.

• Healthy Diet

- Eat plenty of fruits, vegetables, dairy products, and whole grains.
- Drink water instead of sugary drinks.
- Limit sugary snacks and sweets, especially between meals.
- Choose healthy snacks like cheese, yogurt, or crunchy vegetables.

• Teeth Brushing Songs and Activities

Make brushing fun by using:

- A two-minute toothbrushing song.
- A brushing timer or app.
- Toothbrushing charts with stickers as rewards.
- Games such as practising brushing on a model or colouring pictures of healthy teeth.
- Stories and role-play about visiting the dentist.

These activities help children develop positive oral hygiene habits that can last a lifetime.

Safer Eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate. All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child - with the help of health professionals, where appropriate
- We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

Accident or Injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- o Accident or injury sustained by the child
- o First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

Safety of Premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

Toileting and Privacy

We make sure that there are:

- o Enough toilets and hand basins available for the children
- o Suitable and hygienic nappy changing facilities
- o An adequate supply of necessary items toilet roll, hand towels, soap and spare clothes
- o Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy should make a request to the school office. Should further information about this policy be required, please contact the school.