St Barnabas CE Primary School

"Preparing for a positive future, achieved through faith."
Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.
"Let your light shine."
Matthew 5:16

Early Years Foundation Stage Policy

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life
- 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

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), effective from 1 September 2025.

3. Structure of the EYFS

- We have nursery places available for children aged 2 to 4 years and welcome new children throughout the year.
- We offer 15-hour and 30-hour funded places, as well as self-funded places, with wraparound care available from 7.30am to 5.50pm.
- We can accommodate flexible attendance patterns, with additional and extended sessions available to meet family needs.
- The EYFS consists of one Reception class for children aged 4–5 years in the academic year in which they turn five.
- The phase is led by the EYFS Leader and supported by a team of highly skilled teachers and teaching assistants who work collaboratively to provide high-quality learning experiences and care for all children.
- Information regarding nursery fees, funded places, additional sessions and wraparound care charges can be found on the school website and within the Nursery Fees Policy.

4. Curriculum

4.1 Areas of Learning

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes seven areas of learning and development. All areas are important and interconnected and are delivered through a balance of adult-led learning, play and high-quality interactions.

The prime areas are:

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

The four specific areas provide essential knowledge and skills and help to strengthen and develop the prime areas while igniting children's curiosity and enthusiasm for learning.

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

4.2 Characteristics of Effective Teaching and Learning

The EYFS Framework also includes the Characteristics of Effective Teaching and Learning, which describe how young children learn through their interactions with others and their environment. These characteristics underpin learning and development across all areas of the curriculum and support children to become motivated, independent and effective learners. The Characteristics of Effective Teaching and Learning are:

• **Playing and Exploring** – finding out and exploring; playing with what they know; being willing to ‘have a go’.

• **Active Learning** – being involved and concentrating; persevering when challenges arise; enjoying achievements.

• **Creating and Thinking Critically** – having their own ideas; making links; choosing ways to do things and solve problems.

4.3 Effective Teaching and Learning

Through significant investment, we have created welcoming, attractive and stimulating learning environments that support high-quality early years pedagogy. Carefully planned indoor and outdoor provision enables children to explore, practise, consolidate and apply new knowledge and skills through purposeful play.

Across the daily routine, children experience a balance of child-initiated and adult-led learning. Practitioners recognise that young children learn through both direct teaching and opportunities to independently explore, investigate and apply their learning.

Practitioners promote the Characteristics of Effective Teaching and Learning by encouraging children to play and explore, engage actively in learning and develop their own ideas through critical thinking and problem-solving.

Our planning places each child at the centre of learning. Experiences are informed by children's interests, developmental needs and prior learning whilst ensuring that key curriculum knowledge and skills are taught progressively across the phase.

Children benefit from high-quality interactions and secure relationships with familiar adults. The key person approach supports children's wellbeing, confidence and sense of belonging, enabling them to develop as capable, independent learners.

As children move through the EYFS, the balance gradually shifts towards more structured teaching to prepare them for the expectations of Year 1 while maintaining the importance of learning through play.

4.4 Inclusion and Special Educational Needs and Disabilities (SEND)

At St Barnabas CofE Primary and Nursery School, we are committed to ensuring that all children are fully included and able to access a broad and balanced curriculum. Practitioners carefully consider the needs of each child and adapt provision to ensure appropriate support and challenge. Ongoing assessment helps to identify any emerging additional needs at the earliest opportunity. Where concerns are identified, staff work closely with parents and carers, the SENDCo and, where appropriate, external professionals to ensure

4.5 Curriculum Intent, Implementation and Impact

Intent

- At St Barnabas CofE Primary and Nursery School, we have high expectations for all children. We provide a broad, balanced and ambitious curriculum that enables every child to make progress from their starting points. We aim for all children to develop the knowledge, skills and vocabulary they need to succeed in school and beyond.

- We recognise the importance of early language development and aim to provide a language-rich environment in which children develop the vocabulary and communication skills needed to access the curriculum and become confident communicators.

- Our aim is to develop confident, resilient and independent lifelong learners within a nurturing environment that promotes emotional wellbeing, celebrates individuality and inspires a love of learning. Guided by our school vision of 'Let your light shine' (Matthew 5:16)**,** we encourage every child to recognise their unique strengths, talents and potential. We take time to understand each child

as an individual, building upon what they already know, can do and are interested in, so that they can flourish academically, socially, emotionally and spiritually.

Implementation

- Our carefully sequenced curriculum is delivered through a balance of adult-led teaching, play-based learning and high-quality interactions. It is informed by educational research and designed around the EYFS Educational Programmes, supporting children to progressively develop the knowledge, skills and vocabulary needed to achieve the Early Learning Goals and prepare them for future learning.
- Planning is responsive to the needs, interests and developmental stages of all children. Practitioners use ongoing assessment, observations and knowledge of each child to adapt learning experiences and provide appropriate challenge and support. Where children have additional needs, staff work with parents, carers and external agencies to ensure provision is tailored to enable them to thrive.
- Communication and language underpin all aspects of the curriculum. Practitioners model and extend children's language through high-quality interactions, storytelling, singing, conversation and purposeful play. Early reading is prioritised through the systematic teaching of phonics using Little Wandle Letters and Sounds Revised, alongside regular opportunities to develop a love of reading through high-quality texts and shared reading experiences.
- Ongoing observation and formative assessment are used to identify children's strengths, next steps and emerging needs. This information informs planning, teaching and provision, ensuring learning opportunities are responsive to each child's development.
- Children learn within stimulating indoor and outdoor environments that promote curiosity, independence, creativity and sustained engagement. Rich first-hand experiences, high-quality texts and purposeful opportunities for mark-making and writing enable children to apply and deepen their learning across all areas of the curriculum.
- Through a wide range of experiences, visits, visitors and high-quality texts, children develop their understanding of the world beyond their immediate environment, broadening their knowledge and cultural awareness.
- Practitioners work in partnership with parents, carers and external professionals to support children's learning and development. Provision is adapted to meet the needs of all learners, including those with SEND, disadvantage and English as an additional language, ensuring every child is supported and challenged to achieve their full potential.

Impact

- Children make strong progress from their starting points and develop the knowledge, skills and vocabulary they need for future learning. Improving outcomes and increasing the proportion of children achieving a Good Level of Development remains a key priority for the school. Parents are regularly informed of their child's progress throughout the academic year through ongoing communication, parent meetings and reports. Children leave Reception well prepared for a successful transition to Year 1.

5. Assessment

At St Barnabas CofE Primary and Nursery School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. It also focuses on any areas of possible concern, which may indicate a disability, special educational need or developmental delay. The progress check will describe the activities and strategies that the school intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). [The requirements for the RBA are set out in Annex B of EYFS statutory framework]

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS Profile the child's Year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

The EYFS Profile is moderated internally, in partnership with local schools and through external quality assurance provided by an experienced EYFS consultant. Where appropriate, moderation activities may also involve the local authority. This helps to ensure assessment judgements are accurate, consistent and secure.

6. Working with Parents and Carers

At St Barnabas CofE Primary and Nursery School, we recognise that parents and carers are a child's first and most enduring educators. We value the important role they play in supporting their child's learning, development and wellbeing and are committed to building positive partnerships based on open communication and mutual respect.

Parents and carers are kept informed about their child's learning and development through a range of opportunities, including:

- Class Dojo communications, including whole-class updates and individual messages
- Informal conversations at the beginning and end of the day
- Parent consultation meetings
- Written reports, including the Progress Check at Age Two and the EYFS Profile
- Stay and Play sessions

- Cosy Reading sessions
- Weekly newsletters
- Phonics, early reading and writing workshops
- Information available on the Nursery and Reception sections of the school website

Parents and carers are kept up to date with their child's progress and development throughout their time in the EYFS. The Progress Check at Age Two and the EYFS Profile provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care are tailored to their individual needs. The key person works closely with families to support children's development and, where appropriate, helps families to access additional support from other professionals and agencies.

We actively encourage parents and carers to contribute to their child's learning journey by sharing information about achievements, interests and experiences beyond school. This information is used alongside observations and assessment to support planning and ensure learning builds on children's prior experiences and interests.

We recognise the importance of a positive transition into the setting. Prior to admission, families are invited to attend open events, information sessions and transition activities. These opportunities allow staff to get to know each child and family, gather important information and support children in becoming familiar with their new learning environment. Children attend transition sessions before starting Nursery or Reception to help them become familiar with staff, routines and learning environments, ensuring they feel secure, confident and ready for the next stage of their learning.

Parents and carers are encouraged to support learning at home and work in partnership with staff to promote consistent expectations and positive outcomes for children. Through regular communication, workshops and information sharing, we aim to ensure that children receive continuous support between home and school.

Staff work closely with families, school staff and external agencies to identify and meet children's individual needs, ensuring that all children receive the support and challenge required to achieve their full potential.

In line with safeguarding requirements, parents and carers are asked to provide at least two emergency contact numbers wherever possible.

7. Staff

7.1 Staffing and Professional Development

The EYFS is led by the EYFS Leader and supported by a team of highly skilled teachers and teaching assistants who work collaboratively to provide high-quality learning experiences and care for all children.

All staff working within the EYFS receive appropriate induction, safeguarding training and ongoing professional development to ensure that they have the knowledge and skills required to support children's learning, development and welfare. Staff engage in regular training and professional dialogue to develop their expertise and keep up to date with current research, statutory requirements and best practice in early years education.

We are committed to developing high-quality practice through ongoing monitoring, coaching and professional development. Staff receive training in areas including safeguarding, paediatric first aid, phonics, early language development, special educational needs and disability (SEND), behaviour and curriculum development.

The designated safeguarding lead (DSL) and deputy designated safeguarding leads provide ongoing support, advice and guidance to staff and ensure that safeguarding training is regularly updated in line with statutory requirements.

7.2 Safer Recruitment

St Barnabas CofE Primary and Nursery School is committed to safeguarding and promoting the welfare of children. We follow safer recruitment procedures in line with statutory guidance, including the EYFS Statutory Framework and Keeping Children Safe in Education. All appropriate checks are completed to ensure that adults working with children are suitable to do so.

Further information can be found in the school's Child Protection and Safeguarding Policy.

7.3 Whistleblowing

We foster a culture of openness and accountability where staff feel confident to raise concerns regarding the safety and welfare of children or the conduct of colleagues. All staff are made aware of the school's whistleblowing procedures and understand that concerns will be taken seriously and investigated appropriately.

Further information can be found in the school's Whistleblowing Policy.

8. Safeguarding and welfare procedures

We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to safeguarding concerns and understand their responsibility to identify, record and report concerns in line with the school's safeguarding procedures.

See our child protection and safeguarding policy on our school website for more information.

8.1 Responding to Allegations or Concerns

Any concerns regarding the safety or welfare of a child will be managed in accordance with the school's Child Protection and Safeguarding Policy. Concerns will be reported to the Designated Safeguarding Lead (DSL) and, where appropriate, referred to children's social care, the police, Ofsted or other relevant agencies in line with statutory guidance.

8.2 Staffing ratios

St Barnabas CofE Primary and Nursery School ensures that appropriate staffing arrangements are in place to meet the safeguarding, welfare and learning needs of all children.

In our Nursery provision:

- For two-year-old children, we maintain a minimum staff-to-child ratio of 1:5.
- For three- and four-year-old children, we maintain a minimum staff-to-child ratio of 1:8.
- Nursery staff hold relevant early years qualifications, including Level 2 and Level 3 qualifications, ensuring statutory requirements are met and children receive high-quality care and education.
- In Reception, we comply with infant class size legislation and maintain a ratio of at least 1 qualified teacher per 30 children.

We deploy staff according to the needs of the children, ensuring that children are appropriately supervised at all times and that staffing arrangements support children's learning, development, wellbeing and safety.

8.3 Paediatric first aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present. At least one person with a current paediatric first aid qualification accompanies children on educational visits and outings. This PFA certificate is renewed every 3 years as required.

8.4 The designated safeguarding lead (DSL)

The school has a Designated Safeguarding Lead (DSL) who has lead responsibility for safeguarding and promoting the welfare of children.They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

8.5 Absence

We’re required to promptly follow up on absences.

If a child is absent 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 on our school website for more on this, including our expectations of parents/carers to report child absences.

8.6 Oral health and tooth brushing

We promote good oral health and healthy lifestyles through our curriculum and everyday practice. Children learn about the importance of good oral hygiene, healthy eating and reducing sugary foods and drinks. As part of the Supervised Toothbrushing Programme, nursery children take part in daily supervised toothbrushing sessions. The programme is delivered in accordance with current government guidance to ensure it is safe, effective and evidence-based. We work in partnership with parents and carers to encourage children to develop positive oral health habits both at school and at home.

8.7 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 (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, 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.

8.8 Accident or injury

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

We keep a written record of accidents, injuries and any first aid treatment administered.

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

- Accident or injury sustained by the child
- 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.

8.9 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.

8.10 Toileting and Privacy

We provide suitable toilet, handwashing and nappy changing facilities that meet the needs of all children.

Children's privacy and dignity are respected at all times whilst ensuring their safety and wellbeing. Nappy changing and intimate care procedures are carried out in accordance with the school's Intimate Care Policy. Appropriate nappy changing and intimate care records are maintained by staff and shared with parents and carers as appropriate.

Further information can be found in the school's Intimate Care Policy, available on the school website.

8.11 Safe Sleep

Where children require sleep or rest during the day, St Barnabas CofE Primary and Nursery School provides a safe, clean and suitable environment. Children's individual sleep routines and needs are discussed with parents and carers and reviewed regularly. Sleeping children are appropriately supervised and monitored by staff at regular intervals, and records of sleep arrangements are maintained where required. Staff follow current guidance and work in partnership with parents and carers to promote children's health, wellbeing and safety.

8.12 Use of Technology

Children have access to age-appropriate technology to support learning and development. The use of technology is carefully planned and balanced with opportunities for active learning, play, social interaction and outdoor experiences. Any use of digital devices is supervised by staff and supports the educational aims of the EYFS curriculum.

8.13 Further Information

Further details regarding safeguarding, child protection, health and safety, intimate care, attendance and whistleblowing procedures can be found in the relevant school policies, available on the school website.

9. Monitoring arrangements

This policy will be reviewed annually by the EYFS Leader and approved by the Governing Board. At each review, the policy will be updated as necessary to reflect changes in legislation, statutory guidance and school practice.

Appendix 1. List of statutory policies and procedures for the EYFS

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see St Barnabas Church of England Primary School - Policies