

Early Years Foundation Stage (EYFS) Policy

Written January 2026 - Review date January 2027

1. Vision and Mission

Our mission is to provide a holistic Christian education, inspiring discipleship and growth in character, faith, knowledge, and wisdom. Our vision is anchored in scripture:

'That person is like a tree planted by streams of water... whatever they do prospers.'
(Psalm 1 v3)

'Jesus grew in wisdom and stature, and in favour with God and man.' (Luke 2 v52)

We provide a safe, welcoming environment for children aged 3–5, complying with the **Statutory Framework for the Early Years Foundation Stage (2025)**.

2. Key Personnel & Roles

| Role | Person Responsible | Responsibilities |
|--------------------|-------------------------|--|
| Headteacher | Mrs Jane Prothero | Overall policy implementation and provision responsibility. |
| EYFS Leads | Mrs Kirkby & Mrs Hutton | Day-to-day management, curriculum planning, and staff support. |
| DSL | Mrs Pickles | Safeguarding lead, staff advice, and training compliance. |
| SENCO | Mrs Kershaw | Coordination of support for children with SEND. |
| Key Person | Assigned Staff Member | Primary contact for family; ensures tailored care and secure attachment. |

3. Curriculum and Pedagogy

Our curriculum is ambitious and sequenced, balancing **adult-led** teaching with **child-initiated** play.

The 7 Areas of Learning

- **Prime Areas:** Communication & Language; Physical Development; Personal, Social & Emotional Development.
- **Specific Areas:** Literacy; Mathematics; Understanding the World; Expressive Arts & Design.

Pedagogical Approach

We utilize the **Characteristics of Effective Teaching and Learning:**

1. **Playing and Exploring:** Encouraging curiosity and engagement.
2. **Active Learning:** Promoting concentration and resilience.
3. **Creating and Thinking Critically:** Developing ideas and strategies.

Communication & Language Priority:

We create a language-rich environment through high-quality interactions, daily storytelling, and systematic vocabulary instruction. We use "sustained shared thinking" to extend children's ideas.

Outdoor Learning & Values:

Children have daily access to outdoor environments in all weathers to support physical risk-taking and exploration. We actively promote **British Values** (Democracy, Rule of Law, Individual Liberty, Mutual Respect) through age-appropriate choices and rules.

4. Assessment and Planning

We utilize a continuous cycle of **Observation, Assessment, and Planning.**

- **Formative Assessment:** Daily interactions and observations inform "in-the-moment" planning and immediate adaptations to teaching.
- **Summative Assessment:** Completed mid-term to track progress. The statutory **EYFS Profile** is completed at the end of Reception.
- **Planning:** Ranges from Long-term (progression of skills) to Short-term (daily enhancements and individual next steps recorded in learning journals).

5. Safeguarding and Welfare

We adhere to *Keeping Children Safe in Education (2025)*.

- **Training:** All staff receive safeguarding training (renewed every 2 years) including Prevent duty and online safety.
- **Mobile Phones:** Personal phones are banned in the setting during contact time. School devices are used for learning evidence only.
- **Safer Recruitment:** All staff undergo Enhanced DBS checks and reference verification.

- **Attendance:** Parents must report absence on Day 1. We hold 2+ emergency contacts per child.

6. Staffing and Ratios

We strictly adhere to EYFS (2025) ratios:

- **Aged 3+:** 1:8 (if Level 3 qualified) or 1:13 (if Level 6/QTS qualified).
- **Paediatric First Aid (PFA):** At least one PFA-certified staff member is always on the premises and present during all mealtimes.

7. Inclusion and SEND

We employ a **Graduated Approach (Assess, Plan, Do, Review)** to identify and support needs early.

- **SENCO Role:** Mrs Kershaw coordinates with staff and external professionals.
- **Support:** Includes targeted interventions, reasonable adjustments, and speech/language therapy collaboration.
- **Partnership:** We work closely with parents to reduce barriers to learning.

8. Health, Safety, and Nutrition

- **Safer Eating:** Children are supervised by PFA-trained staff while eating. Food is prepared to prevent choking risks.
- **Snacks:** We follow the *Eatwell Guide* (fresh fruit, vegetables, milk/water). No sugary drinks or high-salt/fat snacks.
- **Allergies:** Robust Action Plans are created with parents and shared with all handlers.
- **Medicines:** Administered strictly according to the Medical Needs Policy.

9. Transitions

- **Into EYFS:** Home/school visits, settling-in sessions, and flexible starts to build Key Person bonds.
- **Nursery to Reception:** Continuity of curriculum and familiarisation visits.
- **Reception to Year 1:**
 - Year 1 teachers observe EYFS children.
 - Curriculum gradually becomes more structured in the final term.
 - EYFS Profiles and learning strategies are handed over to Year 1 staff.

10. Partnership with Parents

Parents are the first educators. We ensure partnership through:

- Digital learning journals and regular progress meetings.
- Consultation on dietary needs and "Allergy Action Plans."
- Resources to support learning at home (Phonics, Maths, Reading).

11. Version Control

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|------------------------------------|------------------------------|
| Date of Adoption of this Policy | 23 February 2026 |
| EYFS Leads | Lizzie Kirkby, Esther Hutton |
| Date of next review of this policy | January 2027 |
| Policy Owner (SLT) | Jane Prothero |
| Policy Owner (Governors) | Zeilah Chadwick |

Appendix A: Quick Contacts

- **School Office:** 01274 532649
- **Headteacher:** mrsprothero@bxs.org.uk
- **EYFS Leads:** mrshutton@bxs.org.uk
- **DSL:** mrspickles@bxs.org.uk
- **SENCO:** mrskershaw@bxs.org.uk

Appendix B: Parent Resources (Summary)

- **BBC Tiny Happy People:** Communication activities.
- **Hungry Little Minds:** Home learning ideas.
- **National Literacy Trust:** Reading support.
- **Oxford Owl:** Free eBooks.

For full details on Data Protection, Online Safety, and Complaints, please refer to the overarching School Policies.