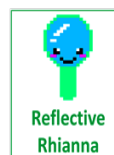




**Being safe, being
respectful, being *our*
best**



Earith Primary School: EYFS Policy

Last reviewed on: September 2025

Next review: September 2027

Person responsible: Mrs J Nicholls, EYFS
Lead

Early Years Foundation Stage (EYFS) Ethos.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory Framework for the early years foundation stage September 2021

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Earith Primary School, children join Reception in the academic year in which they turn five. In partnership with parents and carers, we enable the children to begin the process of becoming active lifelong learners. We endeavour to ensure that children *"learn and develop well and are kept healthy and safe."* We aim to support children in earning and give them *"the broad range of knowledge and skills that provide the right foundation for good future progress through school and life."*

Statutory Framework for the early years foundation stage September 2021

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

We aim to:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children as they begin their school journey.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assess individual needs and support each child to progress.
- Develop strong relationships with parents and carers, building partnerships to support children's learning and development.
- Provide a caring, inclusive learning environment that is sensitive to the needs of each individual child, including those with additional needs.

The early-years education we offer our children is based on the following principles:

- 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 / carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

The EYFS is based upon four principles:

1. A unique child – developing resilient, capable, confident and self-assured individuals.
2. Positive relationships – supporting the children in becoming strong and independent.
3. Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
4. Learning and developing – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as, sharing assemblies, house points and awards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs and Disability (SEND)

All children and their families are valued at Earith Primary School. Children are treated as individuals and have equal access to all available provisions. All children 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 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 SENDCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's SEND policy.

Welfare

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

At Earith Primary School we

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Promote good oral health, by through PSED lessons and talking about the importance of brushing teeth and making healthy food choices.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure all EYFS staff have attended a child protection training course.
- Ensure that staff involved in the preparation of food have food hygiene training.
- Ensure that there is a member of staff onsite who has a current paediatric first aid (PFA) certificate and that they accompany children on outings.
- Ensure that a member of staff with paediatric first aid (PFA) training is always present, facing and supervising the children while they eat, both at snack time and lunchtime.
- Ensure a practitioner is designated to take responsibility for safeguarding.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Earith Primary School, we recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families. Each morning, a welcoming adult greets children and parents at the door, with parents invited to come in and help settle their child at the start of the day—building relationships from the very beginning.

We use the online platform Seesaw to share children's photos and learning from school with parents and families. We also hold parents' information evenings to share key curriculum information—such as phonics—and to explain what children are learning in school and how parents can support this at home.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child starting school and providing the opportunity for parents to talk to staff before their child starts in our school.
- The children have the opportunity to spend time with their teacher before starting school during transfer sessions.
- New Parents tab on the website.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the 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 and have the opportunity to discuss this with the Class Teacher.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents.
- Providing parents an opportunity to celebrate their child's learning and development through shared communications, which inform planning and provision.
- By providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to indoor and outdoor learning environments that are set up with enhanced and continuous provision. We also make use of the school grounds

through using the woodlands and large field where the children are able to explore and learn in different environments.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow and extend their current interests and experiences.

The EYFS Framework

It includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

There are also 3 characteristics of effective learning which inform the planning of the Early Years curriculum:

- Playing and exploring
- Active Learning
- Creating and thinking critically

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this a whole school curriculum has been developed to support learning from Reception through to Year 6. Staff also take into account the individual needs, interests and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Religious Education is also taught in the reception class in accordance with Cambridgeshire guidelines.

The Class Teacher will be the assigned key person for all children. The Class Teacher, together with observations and input from other staff who work within the EYFS class will ensure every child's learning and care is tailored to meet their individual needs.

Assessment

Within the first 6 weeks of a child starting reception, the class teacher will administer the Reception Baseline Assessment (RBA).

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

- Meeting expected levels of development.
- Emerging (not yet reaching expected levels).

The profile reflects ongoing observations, and discussions with parents / carers. The results of the profile are shared with parents / carers for their child. At the end of each academic year, parents / carers will receive an annual report.

Year 1 teachers are given a copy of the Profile.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multifaith society.

Health and Safety

At Earith Primary School, there are clear procedures for assessing risk (see whole school risk assessments) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook,

safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

At Earith Primary School, we undertake to ensure:

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date.
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- A fruit snack is provided during the morning, usually to coincide with morning playtime.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). There are teaching assistants working in the EYFS classroom/school who have received paediatric first aid training.
- A member of staff with paediatric first aid (PFA) training is always present, facing and supervising the children while they eat, both at snack time and lunchtime.
- The Head teacher is the named behaviour manager for the whole school with the EYFS leader as the lead behaviour manager for the Early Years. (Refer to SEND policy, behaviour policy, physical intervention policy and anti-bullying policy).
- A health and safety policy and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- There is a set of class iPads that are used for school purposes. A record is kept in the school office of children who do not have permission to have photographs taken.
- Staff in EYFS do not use personal mobile phones in the classroom. They are to be kept in the staffroom during school hours.

Transition

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition.

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.

- Staff visit the on-site pre-school to meet the children.
- Staff meet with Earith Pre-School staff to share key information to support transition into school.
- Children at Earith Pre-School (main feeder setting) will have visits with their key workers into school where they get an opportunity to engage with the current reception children. Children from other settings are invited to attend these sessions.
- Children requiring extra support may have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.