HARBURY CE PRIMARY SCHOOL

"Let us not love with words and speech but with actions and in truth."
1 John 3:18

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY





September 2026 | Next review: September 2027

LOVE • LEARN • GROW TOGETHER

Love in Action is at the heart of our Early Years provision. We want every child to flourish as a unique individual, developing the knowledge, skills, confidence and relationships they need for the next stage of their learning.

1. Aims

This policy sets out how Harbury CE Primary School meets the requirements of the Early Years Foundation Stage and provides a secure, nurturing and ambitious start to school.

- Ensure that children learn and develop well and are kept healthy, safe and secure.
- Provide a broad, balanced and ambitious curriculum that supports school readiness and lays secure foundations for learning, development and good progress through school and life.
- Provide quality and consistency in teaching and learning so that every child makes good progress from their individual starting point and no child is left behind.
- Build strong, respectful partnerships between children, staff and parents/carers.
- Ensure every child is included and supported through equality of opportunity and anti-discriminatory practice.
- Create an Early Years environment in which children can love, learn and grow together, developing curiosity, independence, resilience and confidence.

Our approach is underpinned by the EYFS principles: every child is a unique child; children learn through positive relationships; children learn and develop well in enabling environments; and children develop and learn at different rates.

2. Guidance

This policy is based on the requirements of the statutory framework for the Early Years Foundation Stage (EYFS framework), effective from 1 September 2026, and the latest version of the Department for Education's statutory guidance Keeping Children Safe in Education (KCSIE). statutory framework for the Early Years Foundation Stage Keeping Children Safe in Education.

As an academy within Arden Forest MAT, this policy also operates within the requirements of the Trust's governance arrangements, policies and procedures.

3. Structure of the EYFS

Harbury CE Primary School provides an Early Years Foundation Stage Reception class for children in the academic year in which they turn five. Our Reception provision is part of the whole-school curriculum and is designed to give children a positive, secure and joyful start to their school journey.

- Children access a carefully planned balance of adult-led teaching, small-group and individual teaching, child-initiated learning and purposeful play.
- Learning takes place indoors and outdoors, with the environment deliberately organised so that children can access and revisit important learning.
- The curriculum is enriched through first-hand experiences, meaningful contexts, stories, topics, visitors and opportunities to explore the wider world.
- Children have a key person/key adult relationship within the Reception team who knows them well and works closely with their family.

4. Curriculum

Our Early Years curriculum follows the latest EYFS framework. We use the seven areas of learning and development alongside our own bespoke Harbury curriculum to build a rich body of knowledge, skills and experiences.

4.1 The seven areas of learning and development

Three areas are the prime areas. They are particularly important for building children's capacity to learn, form relationships and thrive:

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

The four specific areas strengthen and develop the prime areas and ignite children's curiosity and enthusiasm:

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

4.2 The Harbury curriculum

At Harbury, children's learning is centred around a rich curriculum which combines carefully chosen themes with clear progression, meaningful experiences and opportunities to follow children's interests. We build from what children already know and have experienced, while deliberately introducing new knowledge, vocabulary, concepts and skills.

- We provide a broad and balanced entitlement for all children, starting from their individual knowledge, experiences and needs.
- We use topic themes, stories, continuous provision, enhancement opportunities and 'in the moment' teaching to build and revisit learning.
- Children have regular opportunities to practise, revisit, apply and extend knowledge and skills.
- We deliberately develop the characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.
- We provide opportunities for children to become independent, resourceful and resilient learners.
- We value the outdoors as an important part of children's learning and development and ensure children have access to purposeful indoor and outdoor experiences.
- Our provision reflects Harbury's Christian vision and values, helping children to understand that love is demonstrated through our actions and relationships.

4.3 Planning

Staff are ambitious for every child. Planning is responsive and informed by children's starting points, interests, development and next steps. Staff consider the balance between what we want children to learn and the opportunities children need to explore, practise and apply that learning.

Where a child may have a special educational need or disability (SEND), staff identify barriers to learning and consider appropriate adaptations and additional support. We work with parents/carers, the SENDCo and relevant professionals where specialist advice is required.

4.4 Teaching and learning

Play is essential to children's development. At Harbury, adults provide warm, positive and purposeful interactions which extend children's thinking, language and learning. Adults know when to join children's play, when to model, when to question, when to teach directly and when to give children the space to explore independently.

- Child-initiated learning and purposeful play.
- Play partnering and high-quality adult interaction.
- Direct instruction and explicit teaching of essential knowledge and skills.
- Adult-led group and individual work, differentiated to meet children's needs.
- Opportunities to revisit and practise learning throughout the day.
- A gradual increase in the balance of direct teaching of essential knowledge and skills as children become ready for Year 1.

Specific Harbury approaches include daily differentiated Read Write Inc. phonics and Mastering Number sessions to develop mathematical fluency.

4.5 Characteristics of effective teaching and learning

- Playing and exploring – children investigate and experience things and have a go.
- Active learning – children concentrate, keep trying when they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children develop their own ideas, make links between ideas and develop strategies for doing things.

5. Assessment

Assessment is an integral part of learning and development. At Harbury, teachers use their professional knowledge, observations, interactions and evidence of children's learning to identify what children know, understand and can do, and to decide what they need to learn next.

- Observations are used to identify progress, development, interests and emerging needs.
- Assessment information is used to shape future teaching, provision and 'in the moment' responses.
- Parents/carers are invited to share their knowledge and observations of their child.
- Observations and appropriate assessment information are shared with parents/carers through ClassDojo and other regular communication.
- Staff focus on what children can do and what they are not yet able to do, so that additional teaching and support can be identified promptly.
- Assessment judgements are based on knowledge of the child and professional judgement; staff are not required to create physical evidence for every assessment judgement.

5.1 Reception Baseline Assessment

Within the first six weeks of Reception, staff administer the Reception Baseline Assessment (RBA). The RBA is a short practical activity completed with the teacher and looks at early mathematics, literacy, communication and language. It provides a starting point for measuring progress across primary school. It is not used to make judgements about the quality of Early Years provision and its data is not used for other purposes.

5.2 End of the EYFS

In the final term of the academic year, and no later than 30 June, teachers complete the EYFS Profile for each child against the 17 Early Learning Goals. Each child is assessed as either meeting expected levels of development or not yet reaching expected levels ('emerging').

- The EYFS Profile reflects teachers' knowledge of the child and their professional judgement.
- The Profile informs discussion with parents/carers and the Year 1 teacher.
- EYFS Profile information is shared with parents/carers and the receiving Year 1 teacher; RBA data is not shared for this purpose.
- The EYFS Profile is completed for every child, including children with SEND, with reasonable adjustments made where appropriate.
- Assessment judgements are moderated within school and, where appropriate, with local schools to support consistency.
- Where a child does not yet meet expected levels, we work with parents/carers, the SENDCo and other professionals as appropriate to identify effective support and ensure a smooth transition.

6. Working with parents and carers

We recognise parents and carers as children's first and most important educators. Children learn and develop well when school and home work together. We therefore seek to build relationships based on trust, respect and open communication.

- We share information about children's learning, progress and development through regular communication, including ClassDojo.
- We share appropriate observations and celebrate children's achievements and learning.
- We provide opportunities for parents/carers to discuss their child's progress and development.
- We encourage families to contribute information about their child's interests, experiences, strengths and needs.
- We provide home-learning opportunities which enable children to build on school experiences at home.
- We work with parents/carers when additional support is needed and, where appropriate, support families to engage with specialist services.
- We request more than two emergency contact numbers wherever possible.

Our aim is for parents and carers to feel welcomed, listened to and part of the Harbury community from the very beginning of their child's school journey.

7. Staff

7.1 Staff training and support

- All staff working in EYFS receive safeguarding training in line with the latest EYFS framework and KCSIE.
- Staff are supported to feel confident and competent in implementing safeguarding and welfare procedures.
- Safeguarding training is renewed every two years, or more frequently where required because of changes, concerns or identified need.
- The Designated Safeguarding Lead (DSL) provides ongoing support, advice and guidance to staff and liaises with local statutory children's services and local safeguarding partners.
- The EYFS Leader monitors teaching, learning and provision and uses this to support continuous improvement.

- Staff receive appropriate professional development to deliver the EYFS curriculum effectively.

7.2 Safer recruitment

We follow the latest EYFS framework and KCSIE requirements when recruiting staff, students and volunteers. This includes obtaining at least one written reference, carrying out the appropriate DBS and other suitability checks, and recording relevant qualification, identity, vetting and reference information. Further detail is contained within the school's safeguarding policy.

7.3 Whistle-blowing

All staff, trainees and volunteers are made aware of the school's whistle-blowing procedures and are expected to raise concerns about poor or unsafe practice. Concerns will be taken seriously and managed in accordance with the school's whistle-blowing procedures. Good-faith concerns will not result in disciplinary action simply because an investigation does not substantiate the allegation. Deliberately invented or malicious allegations will be considered under the appropriate staff procedures.

8. Safeguarding and welfare procedures

Children learn best when they are healthy, safe and secure, their individual needs are met and they have positive relationships with the adults caring for them. We provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence. All practitioners remain alert to concerns about children's safety or welfare.

Our safeguarding practice is set out in the school's Child Protection and Safeguarding Policy, which should be read alongside this policy.

8.1 Reporting allegations or concerns

- Concerns about a child's safety or welfare are reported immediately in line with local safeguarding procedures. In an emergency, the police are contacted as appropriate.
- An allegation or concern about a member of staff, supply staff, trainee, volunteer or contractor is reported to the Headteacher as soon as possible.
- Where the concern is about the Headteacher, it is reported to the Chair of Governors/appropriate Trust representative.
- Where there is a conflict of interest in reporting to the Headteacher, the concern is referred directly to the Local Authority Designated Officer (LADO).
- All allegations are managed in accordance with the school's safeguarding procedures and statutory guidance.

8.2 Staffing ratios

We comply with infant class size legislation and the statutory EYFS staffing requirements. We have at least one teacher for every 30 pupils. Staffing levels are reviewed in relation to the needs of the children and any additional adults are deployed to support children's safety, inclusion and learning.

Where children have additional needs, we consider their individual needs when organising staffing and provision while maintaining all statutory requirements.

8.3 Paediatric first aid

At least one member of staff with a current Paediatric First Aid (PFA) certificate is on the premises and available at all times when children are present, including on outings. PFA training meets the criteria in Annex A of the latest

EYFS framework and is renewed every three years as required. Information about staff holding current PFA certification is made available to parents/carers.

8.4 Designated safeguarding lead

The school has a DSL with lead responsibility for safeguarding. The DSL liaises with local statutory children's services and local safeguarding partners, and provides ongoing support, advice and guidance to staff.

8.5 Absence

We promptly follow up unexplained or prolonged absence. We contact parents/carers and, where necessary, alternative emergency contacts. We consider patterns of absence and individual circumstances when deciding whether an absence is prolonged or concerning. Where appropriate, concerns are referred to local children's social care and/or the police.

Further detail is contained in the school's **Attendance Policy.**

8.6 Oral health

We promote good oral health as part of our wider work on health and wellbeing. Children are taught about the importance of brushing their teeth and making healthy choices, including the effect that eating too many sugary foods and drinks can have on teeth. Staff respond appropriately to children's questions and experiences and reinforce healthy routines through everyday practice.

8.7 Safer eating

- While children are eating, at least one member of staff in the room has a valid Paediatric First Aid certificate meeting the EYFS requirements.
- Children remain within the sight and hearing of staff and are seated safely.
- Before children join the setting, we obtain information about dietary requirements and preferences, allergies and intolerances, and relevant health requirements.
- All staff involved in food preparation and handling are informed of children's dietary and medical needs.
- Staff are aware of allergy and anaphylaxis symptoms and the required treatment. Allergy information and action plans are kept up to date.
- Food is prepared in a way that reduces choking risk and meets children's individual developmental needs.
- Food and drink provided by the school is healthy, balanced and nutritious, in line with Early Years Foundation Stage nutrition guidance.
- Fresh drinking water is always available and accessible.
- Any choking incident requiring intervention is recorded, parents/carers are informed and practice is reviewed where necessary.

8.8 Accidents, injuries and first aid

- A suitable first aid box is accessible and maintained.
- Accidents and injuries, together with first aid treatment, are recorded.
- Parents/carers are informed on the same day, or as soon as reasonably practicable, about accidents, injuries and first aid treatment.
- Serious accidents, illness, injury or death are reported to the relevant authority within the statutory timescales and in accordance with the school's procedures.

8.9 Safety of premises

- The indoor and outdoor environment is suitable for children's age, development and the activities provided.

- Health and safety, fire safety and hygiene requirements are followed.
- Emergency evacuation procedures are in place and practised.
- Fire detection and control equipment is maintained and exits are clearly identified and kept unobstructed.
- No banned type of dog under section 1 of the Dangerous Dogs Act 1991 is permitted on the premises.
- Smoking, vaping and use of e-cigarettes are not permitted on the premises when children are present or about to be present.

8.10 Toileting and privacy

- Children have access to suitable toilets and handwashing facilities.
- Where required, suitable and hygienic changing arrangements are provided.
- Spare clothing and other necessary items are available.
- Adult toilet facilities are separate from children's facilities.
- During toileting, staff balance children's developing independence and privacy with safeguarding and support needs.
- Suitable and hygienic nappy changing facilities for changing any children who are in nappies
- If children need assistance with their toileting, we ask parents to complete with staff an **Intimate Care Plan**

8.11 Screen use

We have regard to current Department for Education guidance on screen use in early years when deciding how and when children use digital devices. Screen use is purposeful and supports, rather than replaces, rich real-world experiences, talk, play, movement and interaction.

8.12 Confidentiality, collection and site security

- There is an appropriate area where staff can speak confidentially with parents/carers.
- Staff have access to an appropriate area away from children when taking breaks.
- Children are released only to adults who are authorised by their parent/carer or are otherwise appropriately identified through school procedures.
- Children do not leave the premises unsupervised.
- Reasonable steps are taken to prevent unauthorised access and visitors are subject to the school's visitor-identification procedures.
- Procedures are in place for children who are not collected as expected and for missing children; these are contained within the school's safeguarding procedures.

9. Monitoring arrangements

The EYFS Leader, supported by the Headteacher, monitors the quality and consistency of EYFS teaching, learning, assessment and provision. Monitoring includes review of children's progress, the learning environment, curriculum implementation, safeguarding and welfare, staff development and the impact of provision on children.

This policy will be reviewed annually and approved in accordance with the school's governance arrangements. At each review, the policy will be considered by the governing board/Trust as appropriate.

Appendix 1. Statutory policies and procedures for the EYFS

This appendix identifies the EYFS-specific statutory policies and procedures referred to in the model policy. It is not an exhaustive list of the school's policies. The school's full policy suite is available through the school/Trust policy arrangements.

Statutory EYFS policy or procedure	Harbury CE Primary School
Safeguarding policy and procedures	Child Protection and Safeguarding Policy
Procedure for responding to illness	Health and Safety Policy / school health procedures
Administering medicines policy	Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	Health and Safety Policy / Emergency procedures
Procedure for checking the identity of visitors	Child Protection and Safeguarding Policy / visitor procedures
Procedures for a parent/carer failing to collect a child and for missing children	Child Protection and Safeguarding Policy
Toileting	Intimate Care Policy
Procedure for dealing with concerns and complaints	Complaints Policy

Our Early Years commitment

At Harbury, we want every child to feel known, valued and included. Through love in action, purposeful play, strong relationships and ambitious teaching, we help children to love, learn and grow together.