KNUZDEN ST OSWALD'S CHURCH OF ENGLAND PRIMARY ACADEMY

EYFS POLICY

MISSION STATEMENT

Encouraging God's Children with Courage, Compassion and Creativity

OUR CORE VALUES

Kindness, Politeness, Patience, Respect, and Self-Control, all firmly rooted in Agape, Love

KINDNESS/POLITENESS

To teach our children to be kind and polite to all in good times and in adversity, as one has no idea what others are going through #justbenice

PATIENCE

To develop a community where God's love and grace can be reflected upon, and a positive peace of mind and purpose in life can be found

RESPECT

To foster respect for all in our school community, and compassion for those in the local and global communities

SELF-CONTROL

To teach our children to face challenges, developing resilience and empathy, whilst fostering self-confidence and a positive approach to learning

Our Vision

At St Oswald's we learn to develop a strong faith in the Lord our God in the knowledge that He has a plan and a purpose for each of us. We learn to reflect God's love in everything we do ***'Stand firm in the faith and do everything with love'*** *1Corinthians 16:13*

Early Years Foundation Stage (EYFS) Policy

Knuzden St Oswald's Church of England Primary Academy

1. Vision and Christian Ethos

At Knuzden St Oswald's Church of England Primary Academy, our EYFS provision provides the foundation for all future learning. Guided by our scripture, *"Stand firm in the faith and do everything with love"* (1 Corinthians 16:13), and underpinned by our core values—politeness, kindness, patience, respect, and self-control—we aim to create a warm, nurturing, and inclusive environment where every child feels safe, valued, and inspired to thrive.

We believe that every child deserves an education rich in wonder and memorable experiences, allowing their natural curiosity and creativity to flourish alongside the systematic acquisition of core skills and knowledge.

2. Aims

- Provide a safe, happy, and caring environment where children feel secure, confident, and independent.
- Deliver a broad, balanced, and play-based curriculum that caters to each child's individual needs and starting points.
- Foster positive relationships between practitioners, children, parents/carers, and the wider community.
- Support children in developing key personal characteristics: resilience, inquisitiveness, self-regulation, and a lifelong love of learning.
- Promote equality of opportunity, celebrating diversity and ensuring all children—including those with SEND or disadvantaged backgrounds—achieve their full potential.

3. Statutory Framework & Principles

Our policy is framed around the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage for Group and School-Based Providers*:

1. A Unique Child: Every child is constantly learning and can be resilient, capable, confident, and self-assured.
2. Positive Relationships: Children learn to be strong and independent through warm, supportive relationships.

3. Enabling Environments: Children learn and develop well in enabling environments with teaching and support from adults that respond to their individual needs.
4. Learning and Development: Children develop at different rates and in different ways. The framework covers seven areas of learning, which are interconnected and delivered through adult-led instruction and child-initiated play.

4. The EYFS Curriculum

Our curriculum combines personal, social, and emotional development with a balance of structured adult-led sessions and high-quality child-initiated play through continuous provision.

Prime Areas of Learning

- Communication and Language: Prioritising early language, vocabulary acquisition, and oracy through rich texts, discussions, and targeted interventions.
- Personal, Social, and Emotional Development: Building self-regulation, confidence, positive relationships, and emotional wellbeing.
- Physical Development: Gross and fine motor skill progression through structured PE, continuous outdoor learning, and fine motor tasks.

Specific Areas of Learning

- Literacy: Daily systematic synthetic phonics, early writing, and a strong culture of reading.
- Mathematics: Hands-on mathematical exploration focusing on deep understanding of number sense and numerical patterns.
- Understanding the World: Exploring our local community, natural environment, technology, and diverse cultures/faiths.
- Expressive Arts and Design: Fostering creativity through art, music, role-play, and design.

Characteristics of Effective Learning

We embed the Characteristics of Effective Learning into all aspects of our provision:

- Playing and Exploring: Engagement through investigation and curiosity.
- Active Learning: Motivation, persistence, and resilience when facing challenges.
- Creating and Thinking Critically: Thinking independently, making links, and developing strategies.

5. Learning Environment & Continuous Provision

Both our indoor and outdoor learning environments are carefully planned to enhance children's learning, challenge their thinking, and promote independence. Continuous provision is adapted regularly based on baseline data, ongoing observations, and current learning themes to ensure accessibility and challenge for all pupils.

Outdoor learning holds equal importance to indoor provision, offering physical, exploratory, and social learning experiences across all weather conditions.

6. Assessment and Inclusion

Assessment

- Baseline Assessment: Children complete the statutory Reception Baseline Assessment (RBA) within the first six weeks of starting Reception.
- Formative Assessment: Daily, ongoing observational assessments inform planning and help practitioners identify children's immediate next steps.
- Summative Assessment: Progress is tracked against age-related expectations across the academic year. At the end of the Reception year, the EYFS Profile is completed, assessing children against the 17 Early Learning Goals (ELGs) to determine if they have achieved a Good Level of Development (GLD).

Inclusion & SEND

We operate an inclusive environment where all children, regardless of ability, background, or additional needs, are given the support required to succeed. Early identification of special educational needs or English as an Additional Language (EAL) ensures targeted interventions (e.g., speech and language support) are implemented promptly in coordination with the SENDCO.

7. Partnership with Parents and Transitions

Home-School Partnership

We recognise parents and carers as a child's first and primary educators. We foster strong relationships through:

- Induction meetings, stay-and-play sessions, and home/nursery visits prior to entry.
- Regular digital learning updates and home-school communication using Class Dojo.
- Parent workshops (e.g., phonics) and parent/carer evenings.

- Opportunities to attend special events (e.g., Mother's Day and Father's Day).

Transitions

- Into EYFS: Phased admissions, nursery visits, and close communication with previous settings ensure a smooth transition into school life.
- Into Key Stage 1: In the summer term of Reception, structured transition activities begin to prepare children for Year 1, including shared activities and detailed handover discussions between EYFS and Key Stage 1 teachers.

8. Safeguarding, Health, and Welfare

The health, safety, and welfare of children in the EYFS are paramount. We strictly adhere to statutory early years welfare guidelines and the school's core Safeguarding & Child Protection Policy:

- Designated Safeguarding Lead (DSL): The Designated Safeguarding Lead is formally appointed with clearly documented responsibilities. The DSL and all EYFS staff undergo mandatory safeguarding training updates at least every two years, aligned with EYFS Annex C guidelines.
- Safer Recruitment & Staff Suitability: Professional references are obtained and verified prior to employment commencing. Open references or references from family members/relatives are strictly not accepted. Robust ongoing processes are maintained to check the continuous suitability of all staff.
- Emergency Contacts & Attendance Management: The school maintains a minimum of two emergency contact details for every child. Clear procedures are in place to track, follow up on, and investigate any unexplained or prolonged child absences immediately.
- Electronic Devices & Media Policy: Mobile phones, smartwatches, tablets, digital cameras, and all other electronic devices capable of taking, storing, or sharing images are strictly regulated. Personal devices are not permitted in areas where children are present.
- Safer Eating & Choking Prevention: Paediatric first aid trained staff monitor children during snack and lunch times and adult supervision is maintained during mealtimes to eliminate choking hazards.
- Screen Time Guidance: Digital media and screen-based activities are used purposefully and sparingly. Screen time does not replace active physical play, continuous outdoor exploration, or face-to-face interaction.

- Staff-to-Child Ratios & First Aid: Statutory ratios are strictly maintained. At least one practitioner holding a full, valid Paediatric First Aid (PFA) certificate is present on-site at all times and accompanies children on off-site outings.
- Intimate Care: Delivered with dignity, respect, and in full compliance with our school Intimate Care Policy.
- Premises & Safety: Comprehensive risk assessments are carried out regularly for all indoor and outdoor areas. In compliance with welfare regulations, banned dog breeds are strictly prohibited from being present on school premises at any time.

9. Policy Review and Governance

This policy is reviewed annually by the EYFS Lead, Headteacher, and Local Governing Body to ensure alignment with national updates and local academy needs.

- EYFS Lead: Mrs Natalie Stout
- Headteacher: Mrs Marie Mensah
- Date Approved: September 2026
- Next Review Date: September 2027