EYFS POLICY

Stalmine School

Joanne Clarke September 2026

Stalmine Primary School

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Stalmine we have an EYFS unit, led by a qualified teacher who is supported by experienced and early years qualified staff. Children can join Stalmine Nursery in the term they have their third birthday and stay with the same staff during their pre-school and reception year. In the term after their third birthday, all children are entitled to 15 hours FREE childcare.

In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children "Learn and develop well and kept healthy and safe." We aim to support children in their learning by offering them a, "broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS September 2025) and in turn thrive. ensuring all children in our care make good progress and no child is left behind.

We ensure these foundations are secure through our planning and assessment, reviewing what the children have learnt and what they need to know in order to progress. The EYFS is based upon four principles:

- **A Unique Child** – developing resilient, capable, confident and self-assured individuals.
- **Positive Relationships** – supporting the children in becoming strong and independent.
- **Enabling Environments** with teaching and support from adults – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **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 celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs and Disabilities (SEND)

All children and their families are valued at Stalmine School. Children are treated as individuals and have equal access to all provisions available. 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 always discussed with parents/carers at an early stage and the schools SENDCO is called upon for further information and advice.

We meet the needs of all our children through
• Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
• Using a wide range of teaching strategies based on children's learning needs;
• Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
• Providing a safe and supportive learning environment in which the contribution of all children is valued;
• Using resources which reflect diversity and are free from discrimination and stereotyping;
• Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
• Monitoring children's progress and taking action to provide support as necessary.

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.

"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."

At Stalmine School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024.
We understand that we are required to:
• Promote the welfare and safeguarding of children.
Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
• 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 that the premises, furniture and equipment is safe and suitable for purpose
• 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 Stalmine School, we recognise that children learn to be strong independent individuals from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

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 before their child starts in our nursery/school.
- Support children through the transition from other EYFS settings to our unit.
- Before starting reception, inviting all parents to an induction meeting during the term before their child starts school.
- Encouraging parents to talk to the child's teacher if there are any concerns.

In class 1 each child will be a focus child termly. This means that staff will focus particularly on their individual interests and needs during this week, parents/carers will be asked to fill in information about what their child is doing at home and then will be invited in to meet with the class teacher in order to discuss progress and any concerns there may be. Regular updates for the class are sent home through the home-school communication platform class dojo alongside the weekly school newsletter. •

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up to support the different areas of learning with planned continuous provision. Our environments are text-rich and support a love of language and books, encouraging opportunities for children to talk, develop communication and ask question. Effective learning builds and extends upon prior learning and following a mixture of children's interests and new themes to explore. Effective planning is informed by observations, discussions and our own professional knowledge from working alongside the children to extend and enhance their learning. Learning through play plays a key role in a child's development, but at Stalmine School we believe that the environment alone will not extend and develop a child's knowledge and that the interaction with adults and key workers, is what extends and develops a child's knowledge and understanding, without this, children will only consolidate what they already know.

Learning and Development

Early years staff provide the curriculum in our early years unit. There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

• Communication and language
• Physical development
• Personal, social and emotional development. T
The specific areas are
• Literacy
• Mathematics
• Understanding of the world
• Expressive arts and design
Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENDCO in order to access Special Educational Needs support.
At Stalmine School:
"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play, which is guided by adults."
Practitioners will stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there will be a greater focus on teaching the essential skills and knowledge in the specific areas of learning.
This will help children to prepare for year 1. (Statutory Framework for EYFS 2025)
Planning and adult led activities will reflect on the different ways that children learn and reflect these in their practice. At Stalmine School we support children in using the three characteristics of effective teaching and learning.
These are;
• playing and exploring - children investigate and experience things, and 'have a go';
• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
• Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (Taken from statutory framework for the EYFS 2025)

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 multi faith society.

Health and Safety

At Stalmine School, there are clear procedures for assessing risk (see Stalmine School Health and Safety policy 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 line with the EYFS statutory framework 2025, at Stalmine School we undertake;

• 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. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer.
At Stalmine School a written record is kept each time a medicine is administered to a child.

- Fresh drinking water is available at all times
- Children's' dietary needs are recorded and acted upon when required.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. A letter will be sent home with any child who has sustained an injury and a dojo message will be sent for any head or facial injury.
- At least one member of staff working within the EYFS will hold the Paediatric First Aid qualification and more first aiders are available in school.

. • A safeguarding policy stating how mobile phones and cameras are to be used whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.

Transition

Children starting in nursery or pre-school will be offered an induction visit before they formally start attending the school. Children entering reception will also have induction sessions during the summer term alongside a parent and carer meeting.

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development or not yet reaching expected levels('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year1.

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