



Churchill CE Primary School

Early Years Foundation Stage Policy

*With kind hearts and determined minds, we inspire each other
to be the best we can be.*

Written by	Lorraine Woollven and EYFS team
Ratified by	Curriculum Committee
Date last reviewed	August 2026
Date of next review	July 2028
Signed – Chair of Governors	<i>S Furniss</i>
Signed – Headteacher	<i>L Woollven</i>

Churchill Church of England Primary School

With kind hearts and determined minds, we inspire each other to be the best we can be.



This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School

Early Years Foundation Stage Policy

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life
- 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 and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

At Churchill CE Primary, our Early Years provision offers an exciting, balanced and inclusive curriculum that celebrates exploration, independence and curiosity. Every child is placed at the centre of their learning journey, ensuring that education is engaging, nurturing and accessible to all.

Our curriculum is continually adapted to meet the needs and interests of our children, providing an excellent, broad and rich education that prepares them for lifelong learning.

It is our intent that children in EYFS develop physically, verbally, cognitively and emotionally, building the attitudes and dispositions for successful learning through the Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Through a balance of child-initiated and adult-led learning, children make progress across all seven areas of learning, working towards the Early Learning Goals (ELGs). Adults respond sensitively to children's needs and interests, creating a rich and purposeful learning environment for all.

In our EYFS setting we believe that all children are entitled to the best possible start in their school life, both academically and emotionally, in order to enable them to be the best they can be.

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) effective from 1 September 2025.

Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

This is often supported by visits from outside agencies who promote oral health and good tooth brushing habits.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy, which can be found on the school website.

Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate. All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods. See allergies and anaphylaxis policy.

3. Structure of the EYFS

In the policy the term 'setting' refers to the Early Years educational provision at our school. EYFS is available to children who enter school from September of the academic year in which they will turn five years old. These children are in the final year of the EYFS. In the National Curriculum this is referred to as the Reception Year, or YR. In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

4. Curriculum

Our EYFS provision follows the Statutory Framework for the Early Years Foundation Stage (2024) and promotes school readiness and laying strong foundations for future success.

At the start of each year, practitioners assess children's individual starting points and plan a curriculum that meets their needs and builds on their interests. Learning is developed through a balance of purposeful play, high-quality interactions and direct teaching. The experienced and skilled team, move children's thinking forward at the point of learning, through meaningful interactions.

In our Reception class we teach the Early Years Foundation Stage statutory framework.

There are three prime areas of learning:

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

There are also four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

We use Unlocking Letters and Sounds (ULS) as our systematic synthetic phonics (SSP) programme and our daily phonics sessions follow the ULS progression to ensure consistency, fidelity and rapid progress in early reading and writing.

Children develop a love of reading through daily story time, shared reading and access to a range of high-quality texts carefully chosen to broaden vocabulary, imagination and understanding of the world.

We use the White Rose Maths and Number Sense schemes to support number fluency and problem-solving through practical, engaging activities that encourage mathematical thinking.

Outdoor learning is central to our approach. Children learn through exploration, creativity and movement, developing confidence, co-operation and resilience.

Practitioners continually review and enhance provision, ensuring that both the environment and teaching respond to children's evolving interests and needs. Adult-led sessions focus on extending learning through modelling, questioning and small group work.

Children who need additional challenge or support are identified early. Interventions and adaptations are carefully planned in partnership with parents, the SENDCo, and external agencies when required.

5. Assessment

Assessment is ongoing, purposeful and informs next steps in learning. Practitioners observe children as they play, talk and explore, using these insights to plan meaningful learning experiences. Observations are shared with parents through each child's learning journey.

Progress is guided by Development Matters and assessed against the Early Learning Goals (ELGs). This enables staff to track progress effectively and ensure all children are developing well from their individual starting points.

The statutory Baseline Assessment is delivered in the first 4 weeks of the children being enrolled into our school. This is done by qualified members of the EYFS team and is delivered 1:1.

At the end of Reception, the EYFS Profile is completed and shared with parents and the Year 1 teacher to support smooth transition. Pupils are assessed holistically against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (expected) or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing knowledge of each individual and discussions with parents and/or carers. Judgements are moderated within school and across our partnership to ensure accuracy and consistency.

Ongoing assessment is an essential aspect of the effective running of the EYFS setting. Regular, planned and focused assessments are made of children's learning and individual needs.

Inclusion and SEND

We have high aspirations for every child. Practitioners plan inclusive, ambitious learning that meets the needs of:

- Children working at greater depth
- Children not yet meeting age-related expectations
- Children with SEND
- Children with English as an Additional Language (EAL)

Learning is carefully adapted to remove barriers and promote progress for all. Early identification of need ensures that appropriate interventions and support plans are in place. Regular meetings with the SENDCo and parents ensure that provision is effective and responsive.

6. Working with parents

At Churchill CE Primary School we recognise the importance of establishing positive relationships with parents as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents. We value the

role of parents as children's primary educators. Through Tapestry (a child's online learning diary) and informal chats at the beginning and end of the day, practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests. As part of our online learning journals, parents will have access to add their own observations onto their child's profile.

Parents are kept informed of what is happening in the setting through weekly roundups on Tapestry, termly information pages, Class page on the school website, regular letters, reading records and informal chatting at the beginning and end of the day. Whole school newsletters are also sent home on a regular basis. Parents are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parent's evening takes place during the spring term where practitioners will feedback on children's learning and development progress. Other opportunities for practitioners to share children's learning, development and well-being with parents include Learning Diaries and end of year reports.

Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and reading, as well as offering their particular skills (e.g. cooking, art, music) to support children's learning. The setting has a friendly, open-doors ethos and practitioners are available on the playground to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss any concerns they might have.

7. Admissions and Induction

Before they start in the setting, all children are offered a series of visits during the Summer term. The purpose of these initial visits is for the children to meet their new practitioners and start to become familiar with the setting environment, during these sessions parents have a chance to meet in the school hall where they are introduced to other members of the school community. Practitioners will also be in communication with their current pre-school / Nursery settings.

In the Summer term parents are invited into school to meet the setting practitioners and headteacher. At this meeting information regarding the induction process and what goes on in the setting is shared. There is also time for informal chat and parents' questions. School information packs will be distributed to parents at this meeting, detailing school routines and expectations.

We also offer home / in-school visits during the first week of the school year to meet parents and their children in a more personalised setting.

When starting school in September we have a short period of induction (generally no more than two weeks) and then the children will start full time. Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the setting. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school. See *North Somerset Admissions Arrangements* for more information.

8. Monitoring arrangements

This policy will be reviewed and approved by the curriculum and standards committee every 3 years. At every review, the policy will be shared with the governing board.

August 2026

Signed: Chair of Curriculum and Standards Committee. E Clausen

Approved date: 19.09.2026

Review date: July 2028

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy on school website
Procedure for responding to illness	See health and safety policy on school website
Administering medicines policy	See supporting pupils with medical conditions policy on school website
Emergency evacuation procedure	See health and safety policy on school website
Procedure for checking the identity of visitors	See child protection and safeguarding policy on school website
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy on school website
Procedure for dealing with concerns and complaints	See complaints policy on school website