

# Shottery St Andrew's CE Primary School



This policy is underpinned by our school vision based on the scripture,

*'Let your light shine before others,  
that they may see your good deeds and glorify your Father in heaven.'*

Matthew 5:16

## Early Years Foundation Stage Policy

|                                       |                                                                                      |
|---------------------------------------|--------------------------------------------------------------------------------------|
| <b>Date adopted by Governors:</b>     | <b>September 2026</b>                                                                |
| <b>Date for policy review:</b>        | <b>September 2027</b>                                                                |
| <b>Person responsible for review:</b> | <b>EYFS Lead</b>                                                                     |
| <b>Signed by Chair of Governors</b>   |  |

## **Introduction**

This policy is a statement of the aims, principles and strategies for children in the Early Years Foundation Stage at Shottery Primary School. The Early Years Foundation Stage covers children from birth to the end of the academic year in which a child has their fifth birthday. Therefore, at Shottery St Andrew's CE School it covers all children in their reception year.

## **Aims of the Early Years Foundation Stage**

Children develop rapidly during the early years – physically, intellectually, emotionally and socially and the school aims to ensure: -

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for 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

## **Legislation**

This policy is based on requirements set out in the Early Years Foundation Stage statutory framework for group and school-based providers, dated 13 July 2026 and effective from 1 September 2026.

## **Structure of the EYFS**

Due to the size of the school the Early Years Foundation Stage is part of a mixed-age class. The class is composed of Reception and Year 1 children. With careful planning, differentiation, and regular liaison with all classroom assistants the needs of the different groups can be successfully met. Careful liaison and feedback between all teachers and assistants ensures continuity and consistency is maintained and the progress of children is accurately monitored.

## **Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework 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

## **Planning**

The EYFS at Shottery St Andrew's provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do. Staff look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. 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. For further information see the SEN policy.

## **Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor provision mirrors the opportunities available to the children through inside offering a mix of adult-led and child-initiated learning.

## **Assessment**

At Shottery St Andrew's, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and to inform end of year assessments. Staff also consider observations shared by parents and/or carers. Assessments can also be recorded on Tapestry and shared with parents daily.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).

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

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

The profile reflects ongoing observations. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **Working with parents and carers**

Key to ensuring high quality early years experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately.

At Shottery St Andrew's we recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning. We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- An induction meeting with the headteacher, staff and parents before the child starts school.
- The children receive a letter from their 'special friend' inviting them to come and join their class.
- The children are invited to spend two sessions in school during the summer term before starting school in the September.
- Nursery or home visits are carried out where appropriate and necessary.

- Parents are welcomed into school to discuss worries, queries, or to share an experience or information with staff.
- Parents receive advice on helping at home through the Learning Platform and website.
- Termly information about class topics and curriculum coverage is emailed home in addition to the school newsletters.
- Parents can observe observations through Tapestry, which documents pupils' learning journeys.
- Formal Parents Consultation Evenings are held twice a year, usually in October and March when the child's progress is reported.
- The parents also receive a written report, which includes the Foundation Stage Profile information in July. After which a further parental consultation may be arranged.
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Inviting parents in to share their child's Learning Journal and see a range of work

Parental support is encouraged in many areas including the following:

- Sharing books from the class library and reading books.
- Helping with the administration of the weekly class library.
- Listening to children read.
- Helping with classroom activities.
- Helping with school trips.
- Supporting their child at home

### **Safeguarding and welfare procedures**

Alongside the school's Child Protection and Safeguarding Policy, the school follows the Statutory Framework for the early years foundation stage, Safeguarding and Welfare arrangements and guidance from Safeguarding children and protecting professionals in early years settings: online safety considerations.

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. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety. We comply with infant class size legislation and have at least one teacher per 30 pupils.

We have at least one person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are eating, including on outings. The PFA certificate is renewed every 3 years as required.

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

The effects of eating too many sweet things.

Visiting the dentist.

The importance of brushing teeth.  
Healthy snack choices to promote good oral health.  
Children's screen use and digital devices

From 1 September 2026, the school has regard to the Department for Education's guidance on children's screen use in early years settings. Screen use in Reception is limited, carefully planned, age-appropriate and linked to a clear learning, communication or accessibility purpose. Children do not access screen content without adult oversight, and screens do not replace high-quality interaction, practical play, stories, physical activity or outdoor learning. Appropriate assistive technology for pupils with SEND is considered according to individual need.

#### Safer recruitment and suitability

The school follows the safer-recruitment and suitability requirements in the EYFS framework and Keeping Children Safe in Education. Staff and regular volunteers working directly with Reception children must have the appropriate identity, references, enhanced DBS and, where eligible, children's barred-list checks before starting. Occasional supervised helpers are managed through the school's risk-assessment and volunteer procedures. Staff and prospective staff must disclose relevant information that may affect their suitability, subject to the legal rules on protected convictions and cautions.

#### Dogs on school premises

Banned dog breeds within section 1 of the Dangerous Dogs Act 1991, including the XL Bully type, must not be kept or present on the school premises at any time, including where a dog has a certificate of exemption.

#### Sleep and rest

The detailed safer-sleep requirements for children under two are not applicable because the school provides Reception provision only. If a Reception pupil needs to rest or sleep because of a medical condition, disability or other identified need, an individual plan and risk assessment will specify safe supervision and care arrangements.

#### Wraparound care

When Reception pupils attend school-run breakfast or after-school care, the safeguarding and welfare requirements in section 3 of the EYFS framework continue to apply. The learning, development and assessment requirements in sections 1 and 2 do not apply to wraparound-only care for children who normally attend Reception or an older class during the school day.

Further safeguarding and welfare procedures, including child protection, allegations against staff, whistleblowing, online safety, safer recruitment and staff conduct, are set out in the school's Child Protection and Safeguarding Policy, Online Safety Policy, Staff Code of Conduct and associated procedures.

#### **Equal Opportunities**

It is the school's policy to give equal opportunities to all children irrespective of gender or race. The same demands are made of and opportunities given to every child in the school. For further information see the Equal Opportunities and Race Equality policies.