



St. Paul's
C of E Primary School

We are a Christian School and
we value being:
Encouraging and challenging;
Brave and kind;
Thankful and thoughtful.



Our school vision:

Matthew 19:14a Jesus said, 'Let the little children come to me'.

We are all equally important, listened to and loved by God

Early Years Foundation Stage (EYFS) Policy

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1. Policy Overview

This Policy has been prepared in accordance with the statutory framework for the Early Years Foundation Stage .

Policies and procedures in relation to the Early Years Foundation stage (EYFS) are also reflected elsewhere within the school's policy framework, including (but are not limited to) the following policies:

- Safeguarding Policy
- Admissions Policy
- First Aid
- Administration of medicines
- Equality and Inclusion Policy
- Recognising and supporting behaviour
- Intimate Care Policy

2. Introduction

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right.”

Early Years Foundation Stage Statutory Framework 2025

Early childhood is the foundation on which children build their lives. At St. Paul's we value the important role that the Early Years Foundation Stage (EYFS) plays in forming a secure foundation for future learning and development and in preparation for future life.

The EYFS is for children from birth to five years of age.

In our school our children are able to start in our maintained Nursery provision from the term after their third birthday, usually in a September intake.

The final year of the EYFS is referred to as the Reception Year.

All young children will have had a wide range of different experiences and possess a wide range of skills and interests when they join St. Paul's, requiring a well-planned and organized curriculum to support their next steps in learning and development. The Foundation Stage provides opportunities for all children to succeed in an atmosphere of care and where every child is valued.

Ideally, pupils achieve the Early Learning Goals (ELG) by the time they reach the end of the Foundation Stage at the end of Reception and be prepared for accessing the National Curriculum when on entry to Key Stage 1. This policy sets out the entitlement of our youngest children from age three.

3.Aims

The overall **aim** of the EYFS is to ensure that each child achieves a good level of development by the time they leave reception.

It is every child's **right** to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being.

The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

- **A Unique Child** Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** Children learn to be resilient and independent through positive relationships.
- **Enabling Environments** Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **Learning and Development** Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

4. Principles into Practice

At St. Paul's we aim to support children to achieve the principles of the EYFS by:

- Valuing each child as an individual, assessing their own needs and interests; enabling them to make progress
- Working in partnership with parents and carers and valuing their contributions
- Creating a rich, safe and caring environment indoors and outside; bringing the outside in through neutral, calming tones.
- Providing an environment that is sensitive and adjustable to the needs of individual children including those with additional needs.
- Creating a communication friendly environment where learning is supported signs, symbols or gestures.
- Providing opportunities to develop language.
- Setting challenges and allowing time and space to solve their own problems
- Demonstrating how to do things and directly teaching new skills
- Asking open ended questions and discussing

- Encouraging collaboration
- Guiding learning in a playful and joyful way; providing opportunities for children to learn through planned and purposeful play
- Commenting on what children are doing
- Scaffolding learning; knowing when to step in or step back
- Responding to individual interests and needs appropriately
- Providing a curriculum that provides a firm foundation to be built on through Key Stage 1 and beyond.

5. Equal Opportunities

At St. Paul's we ensure that all children, irrespective of ethnicity, culture, religion, home language, family backgrounds, learning difficulties, disabilities, gender or ability have the opportunity to experience a challenging and enjoyable early years curriculum.

Teaching in the Foundation Stage will be in accordance with the present policy for Equal Opportunities. We therefore aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties to become full and active citizens in a diverse society.

As role models, practitioners are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. The classroom environment and resources and visitors used as part of the EYFS curriculum reflect children's varied home and community experiences as far as possible and attempt to avoid gender stereo-typing.

6. Parents / Carers as partners

At St. Paul's we believe that parents and or carers are children's first and most important educators. We create and maintain positive partnerships with parents and carers. We offer a range of opportunities for parents and carers to be part of life at St. Paul's such as:

- Induction meetings and an individual 'meet and greet' time for our new Reception and Nursery families
- St Paul's Values and Vision Week open afternoon
- Phonics and Maths workshops
- Season activity mornings or afternoons
- Nativity plays
- Termly parents' meetings to discuss progress and next steps in development.

Alongside this staff in EYFS are available on a daily basis to speak with parents and carers in an informal manner.

7. Organisation

Our EYFS at St. Paul's is organized as an Early Years Foundation Stage Unit. This comprises of a mixed nursery and reception class and a reception class. Each class is led by a qualified teacher and the EYFS is supported by staff with the relevant qualifications according to the current EYFS framework.

The foundation stage builds on what the children already know and through the use of the characteristics of effective learning as well as planning for learning behaviours at St. Paul's our planning for the children's needs is based on the use of progression and development models as well as supporting tools such as 'Common Play Behaviours'

This enables staff to:

- Plan for different starting points as children arrive with different experiences
- Plan relevant content that matches pupils needs as they progress through EYFS
- Support children's learning across all areas of provision.

8. Teaching and Learning Styles

Play in the Early Years Foundation Stage at St. Paul's is vital We do not make a distinction between formal learning and play. We support children's development through our play-based curriculum and balance child-led learning with adult-led play activities to provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play and have meaningful conversations with our children to develop communication skills. Open questioning develops children's' deeper thinking and problem-solving skills during their play.

When involved in play, children make sense of the world around them. They develop, practice and gather ideas and concepts, they learn about sharing, self-control, collaboration and the need for rules. Play offers children opportunities to communicate, think creatively, problem-solve and investigate with others, as well as on their own. During play children explore and experiment as well as develop their senses. Structured play enables children to express worries and fears and re-live them in a controlled, safe situation and environment.

At St. Paul's the EYFS outdoor environment is of great value and children children have equal access to both indoor and outdoor learning environments. They will go outside every day. Additionally, the outdoor environment provides opportunities for children to develop their gross motor skills, enabling them to develop physically as well as contributing to their emotional and social development.

9. The Learning and Development Requirements

Learning in the EYFS at St. Paul's starts with the child; our curriculum changes and develops to reflect the individual needs of the children as they progress through Nursery and/or Reception. It is our intention that through a balanced approach of child initiated and adult led learning, supported by an enhanced provision planning and underpinned by sustained, shared thinking and the use of research driven practices (E.g. .ShREC Approach, Concept Cat, Literacy Tree), the curriculum will be adapted to reflect the individual needs of each cohort. We base much our planning around core texts.

Underpinning our EYFS curriculum are the Characteristics of Learning, which are;

- Playing and Exploring - Engagement
- Active Learning - Motivation
- Creating and thinking critically

At St. Paul's we also take account of 'Learning Behaviours' and plan to provide a range of opportunities to develop children's learning behaviours such as metacognition and executive function.

All the seven areas of learning and development are important and inter-connected. Our curriculum is based on the prime areas;

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

These areas are particularly important for sparking children's curiosity and enthusiasm for learning, and for building their capacity to learn, develop relationships and thrive.

Children are also supported through the 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

10.The EYFS Day

Half termly 'themes' are detailed in our EYFS Curriculum Map. At St Paul's we believe that all seven areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas of learning through planned, purposeful play, with a balance of adult-led and child-initiated activities

A day at St. Paul's may include:

Nursery	Reception
Registration, visual timetables, counting children Group Learning – Little Wandle Tuning into Sounds or Love of Reading Movement Time – outside or inside Group learning – Little Wandle Love of Reading or Tuning into Sounds	Registration, visual timetables, counting children Squiggle – Handwriting Programme Little Wandle Phonics Little Wandle Reading Groups Literacy (Literacy Tree or Drawing Club)
Growing Learning; time for the children to access continuous provision and enhanced provision activities led by children's interests and linked to the EYFS Curriculum Little Wandle Rhyme Time or Rhymes / Songs	
Story or Maths Lunch Maths / Story Squiggle – whole body movement / handwriting	Maths – Maths Mastery or White Rose Lunch Outside play
Collective Worship	
Outside	Maths – Maths Mastery or White Rose
Growing Learning; time for the children to access continuous provision and enhanced provision activities led by children's interests and linked to the EYFS Curriculum Snack Concept Cat Story	

P.E. Takes place once per week

R.E. Takes place once per week

Oral health features in our curriculum map

11. Observation and Assessment

In Reception, all children are assessed using the Statutory Reception Baseline Assessment within six weeks of them starting school. This information will be used to inform planning. Children that join within the year will complete the baseline within their first 6 weeks of attending.

Progress is monitored closely by the EYFS Lead and shared with SLT three times in the year. Staff's professional judgements contribute to ongoing assessment.

Observation and assessment of children's development and learning, occurs on a daily basis, from when Nursery and Reception children begin to attend St. Paul's and informs our planning. informal discussions with children, marking, individual next steps and comments on work contribute to assessment as well as half termly phonics assessment in reception.

Observations are captured through select photos, pieces of work, short observation records and teacher judgements. Shared provision books also hold group observations and pupil voice. We share information with parents at termly parent's meetings. During the summer we provide the parents with a written report based on the child's learning behaviours and Characteristics of effective learning and development. Towards the end of the year, all children in the EYFS receive a written report. For children in Reception information is shared with parents about how we have assessed their child against each against each of the early learning goals. Parents are given opportunities to discuss these with the teacher in preparation for year 1.

12.Induction

At St. Paul's we believe that it is important for children to feel welcomed and secure in their new environment so that their learning journey can continue.

Smooth transitions are important for the parents / carers as well as the children. We support children and families in the following ways:

- Prospective parents / carers are welcome to visit the school at any time.
- The EYFS team contact pre-school providers during the summer term to gain information regarding new reception children
- A new parent meeting is held during the summer term to share information including the school's expectations and routines and details of the induction process. Parents/ carers have the opportunity to meet EYFS teachers.
- In June new Reception intake children and their parents are invited into school for a short 'meet and greet' meeting with the class teacher.
- In July, new Reception intake children visit the EYFS unit classroom for "stay and play" sessions with their parents / carers if needed
- In July new Nursery children visit with their parents / carers for a story time session
- In September new Nursery children visit the EYFS unit for a stay and play session with their parents
- Children in both Reception and Nursery begin school on a part-time basis. This allows for a gradual introduction to school and enables practitioners to get to know the children individually and the opportunity to establish quality relationship.
- Children who have been attending our Nursery are also asked to be part of the staggered start for Reception in the September

We recognise that some children moving from starting with us at St Paul's in either Nursery or Reception require an enhanced transition; this is put in place based on the child's strengths and needs and in communication with their parents and support from the SENDCo. At St Paul's and if applicable at their previous setting as well as any support from outside agencies.

13. Transition to Key Stage 1

We recognise the importance of smooth transitions within EYFS and beyond. In the summer term of EYFS the year 1 teachers will meet the children to get to know them well as meeting with the staff to discuss each child's development against the Early Learning Goals and to discuss their Learning Behaviours and Characteristics of Effective Learning. This discussion helps the Year 1 teachers and support staff to plan an effective, transition that will meet the needs of all children. Transition from EYFS to year 1 is planned for through suitable timetabling, the use of an outside area, and supporting children if they did not achieve GLD at the end of their time in EYFS.

Whilst still in Reception children are encouraged to become more independent through problem solving. During this time, they will also visit their new classrooms and playground.

EYFS individual profile sheets and assessment records are passed on to Year One teachers. We recognise that some children moving from Reception to Key Stage 1 require an enhanced transition; this is put in place based on the child's strengths and needs and in communication with their parents and support from the SENDCo.

14. Safeguarding and Welfare

14.1 Safeguarding

At St. Paul's we ensure that requirements for safeguarding and welfare, as set out in the statutory framework, are fully met. There is always a Designated Safeguarding Lead onsite and all EYFS staff have relevant and up to date safeguarding training.

14.2 Health

Medical information is obtained prior to children starting in EYFS. This includes information regarding food allergies and intolerances, and medical conditions.

All staff are made aware of allergies and necessary care plans.

Where medication needs to be administered in school this is in line with the school policy for administering medications.

There is always at least one member of the EYFS team with a pediatric first aid qualification within the EYFS at all times when children are present.

First aid kits are checked regularly and kept in accessible areas close to running water.

Where a child has a head injury parents / carers are given additional NHS advice regarding head injuries.

14.3 Food and Drink

All staff required to handle and serve food have received food hygiene training.

We aim to be allergy aware and staff regularly receive allergy awareness training.

When children are eating there is always a paediatric first aider in the room.

Allergies

EYFS staff receive annual anaphylaxis and auto-injector training.

The dietary needs and requirements of children are logged and those with specific requirements due to allergies, intolerances, religious, cultural observations or other dietary needs are shared with all staff in EYFS along with kitchen staff.

Reception children with allergies who eat lunch wear an additional purple band to show the need for vigilance for allergies and / or food choices.

Lunch boxes are checked for known allergens, if seen these are then removed and given discreetly back to the parents at the end of the day. An alternative food item will be provided.

Where children have wheat / gluten allergies alternative arrangements are made for playdough to be wheat and gluten free.

Recyclable materials used for junk model making by child takes account of known allergies and we ask parents to donate only materials that have contained products that were dairy, nut, and wheat free.

Children with a food allergy (e.g dairy) have provision for their lunch box to be stored in an appropriate place away from other pupils and any other sources of dairy.

We encourage all parents and carers not to eat on our playgrounds due to the closeness of food containing allergens to some of our high-risk children

Lunches and snack times

Food served on site from the kitchen is balanced and portion controlled.

Lunch boxes are stored in a cool place – they are not refrigerated.

We follow the Food Standards Agency advice on food safety [PowerPoint Presentation](#) and food is cut up to the appropriate size and shape. This is shared with parents

Children are offered a piece of fruit at snack time. Milk is provided through the Cool Milk scheme and is free for children who are under five years old.

Water

All children should bring a named reusable water bottle to school containing fresh water. These are available for them to access throughout the day. Where they are unable to bring a bottle / they have finished their drink fresh water will be provided by EYFS staff.

Celebrating Birthdays or Special Events

If parents wish to supply a 'treat' item for other children to celebrate a birthday – if this is edible then fruit should be brought rather than sweets or chocolate.

14.4 Safer Sleeping

At St. Paul's we acknowledge that there may be times that children may need to sleep during the day. Sometimes this may be because they are ill and if this is the reason we will contact the child's parent or carer.

Other children may sleep due to their specific stage of development or individual need. When children do sleep in our EYFS unit we will:

- Try to guide them to a comfy and safe, quiet space to rest
- Encourage them to sleep in a safe position on their back
- Monitor them every 10 minutes
- Keep a written record of their sleeping time
- Inform parents / carers

14.5 Intimate Care

See Intimate Care policy

14.6 Safety and suitability of premises, environment and equipment

The outside environment is checked daily by the EYFS leader and the site manager.

Throughout the day in EYFS there will be risks and a dynamic risk assessment will often need to be undertaken by a member of the EYFS team. Where there are concerns over premises, equipment, environment or resources these will be reported to the EYFS leader and Head teacher and Site manager.

14.7 Supervision

St Paul's aims to support staff to undertake appropriate training and professional development to ensure they can continually improve the quality learning and development experiences they offer for children.

Planned Supervision sessions for all staff take place termly to provide support, coaching and training for the practitioner and promotes the interests of children.

15. Risk Assessments

The EYFS lead is responsible for the implementation of Risk Assessments in the Early Years. The Forest School Leader is responsible for the implementation of Risk Assessments for Forest School.

All EYFS staff are involved in reviewing risk assessments. Day to day checks and dynamic risk assessments are carried out of the areas that children use to ensure they are safe. Everybody is involved in these and can therefore take responsibility for their own and others safety.

Risk assessments for certain activities are conducted when needed, such as: the use of the outside area, visits from people outside, trips

16.EYFS Leadership and Management

Monitoring

the effectiveness of the policy will be monitored during the year through:

- Monitoring of teaching and learning by the Early Years Lead / SLT / Governors
- Sampling of pupils' work by subject leaders
- Analysis of data to consider trends or other issues arising

The Role of the Early Years Foundation Stage Phase Leader is:

- to advise the Head Teacher of action required to develop the area
- to monitor the implementation of the Early Years Foundation Stage Curriculum
 - to develop and build upon the strong partnership with parents and carers in order to support the children's learning and development
- encourage staff to attend relevant training to support implementation of new initiatives
- to advise on the purchase, organisation and maintenance of teaching and learning resources

- to take a leading role in monitoring and evaluating the Foundation Stage provision, along with SLT.