



Policy: EYFS Policy

Date Reviewed by Education Committee:	07/10/2025
Next Review Date: annual review	October 2028

Contents

Introduction to the Early Years Foundation Stage	3
The Foundation Stage Curriculum	3
Our aims are:	4
Admission and transitions.....	5
Approach to transition into EYFS	5
Planning	5
Reception to Year 1	5
Assessment & Record Keeping	6
Parental involvement.....	6
Equal Opportunities	7
Safeguarding & Welfare.....	7
Inclusion	7
Monitoring and Review	8

Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

Introduction to the Early Years Foundation Stage

The Early Years Foundation Stage applies to children from birth to the end of the Reception Year. At Barrington C of E Primary School, children can join us from 4 years old in the Foundation stage. We aim to equip the children with the necessary skills and knowledge to help them achieve the best possible start in life.

The Foundation Stage Curriculum

The Foundation Stage curriculum is divided in to seven areas of learning:

- Personal, Social and Emotional development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The seven areas help practitioners plan and organise the learning environment activities and experiences, and provide a framework for the Early Years curriculum. Children are assessed against each of the 17 Early Learning Goals - graded Expected or Emerging. Children graded at Expected are considered to be ready for the Year 1 curriculum in these areas.

Weaving throughout the EYFS curriculum are three Characteristics of Effective Learning.

- 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

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

In developing good Early Years practice we recognise that children need:

- To know that they are valued as individuals
- To feel happy and secure in a stimulating and challenging environment

- Activities that are exciting, purposeful and relevant
- To be both physically and mentally active and involved in first hand experiences
- Opportunities to explore the environment both inside and outside
- Opportunities to make mistakes without experiencing a sense of failure
- To know that home and school work together
- To feel positive about themselves
- Encouragement to become confident, independent learners
- Opportunities to develop positive relationships and friendships
- To show respect for others
- Encouragement to develop a positive attitude and a desire to learn
- Time to talk and share experiences with a variety of listeners

Our aims are:

- To provide a learning environment where there is a friendly, supportive and inviting atmosphere where every child feels secure, valued and confident.
- To provide a safe environment where children can play and learn together.
- To promote good quality partnerships between the school, children, parents/carers, and outside agencies to ensure the development of each child.
- To promote understanding and respect for themselves, the people around them and the community in which they live.
- To provide a broad and balanced curriculum that is planned around the needs and interests of every child and informed by the use of ongoing observational assessments.
- To spend time in nature and use natural resources to enhance children's explorations both inside and outside.
- To provide an anti-discriminatory practice that ensures that every child is included and not disadvantaged because of ethnicity, culture, or religion, home language, family background, learning difficulties or disabilities, gender or ability.
- To provide learning opportunities that recognise children develop and learn in different ways by using varied approaches and teaching methods.
- To provide a balance of learning opportunities that are teacher led, teacher directed and those that are planned and initiated by the children.
- To maintain a high standard of observation, assessment and record keeping that enables us to monitor children's learning and help to inform planning.

Admission and transitions

In the second half of the summer term, before the children start school parents will be invited to an information evening. All preschools will be contacted and conversations with key workers will take place either in the pre-school setting or via telephone. Before the children start school, they will be visited at home where the class teacher and teaching assistant will get to know the child and parent in a more relaxed environment.

We have a staggered start in September at the beginning of the Reception year, commencing with half day sessions. The following week it will be half a day and lunch. During this week a small group of children will stay for an extra hour to enable the teacher to conduct the Reception Baseline. The child will then start full time after two weeks.

Approach to transition into EYFS

Planning should be based upon children's needs and interests and assessment information from the previous class/group/setting. EYFS and Year 1 teachers are to share professional knowledge and take time to explain the EYFS assessments that are in place.

There should be a professional regard for the information from the previous setting/phase and children's emotional welfare, wellbeing and involvement should be assessed before and after transition.

Children should enjoy the transition process. The transition should motivate and challenge children.

Effective transition takes time, and is a process rather than an event. Staff allocation for a period prior and during transition should be made to maximise the comfort and welfare of the children. Parents and carers need to feel well informed about and comfortable with all transitions in their child's life. Children, parents/carers and staff need to be involved on an equal basis. Transition is about the setting fitting the child, not the child fitting the setting. Resources are to be used to maximise learning opportunities and used to promote awe and wonder / creative imaginations.

Planning

The Reception teacher plans accordingly using the EYFS Framework. The Reception teacher plans to ensure to cover all EYFS statements with the aim of achieving the Early Learning Goals by the end of the year. As part of our Curriculum, each half term is based on a topic.

Reception to Year 1

During the final term of Reception the EYFS profile is completed for each child. This profile provides evidence of the child's development in terms of their knowledge, understanding, abilities and their progress against the expected levels. Children's achievements are assessed as 'Emerging' or 'Expected'. This is shared with the parents and their Year 1 teacher. Having a dialogue with the Year 1 teacher/s informs them of each child's development and supports them with planning activities in Year 1. Before the end of the Reception year, children will meet their new teacher. The children will have opportunities to be in their new class and complete some exciting activities for the new academic year. At the start of Year 1, activities and experiences will be planned to encourage play based, independent learning as it takes place in the Early Years.

Assessment & Record Keeping

At Barrington C of E Primary, we use Class Dojo to record photographs of activities completed by the child. Recorded work is also placed into a Learning Journey folder. Judgements about a child's progress are recorded on Insight.

This helps to:

- Find out what the children know and what they can do
- Identify the children's needs
- Informs planning
- Keeps a record of the child's progress
- Pass on information to parents

To ensure the assessment is accurate we ensure we gather evidence in different ways and use them to track progress and inform planning. We do this by:

- Observing children's play and learning
- Listening and having discussions with the children to extend their language and play
- Ensuring children have access to a wide range of resources to promote independence
- Recording strengths, achievements and areas of difficulties
- Sampling children's work
- Inputting data and tracking progress on Insight.

Parental involvement

We recognise that parents are children's first educators and we value the contributions they make. We believe working in partnership with the parents has a vital role in developing the children's education. We do this through:

- Inviting parents to Open days
- Inviting parents for an Induction meeting to go through the EYFS curriculum and to meet the team before their child starts school
- Talking to parents about their child during home visits
- Regular updates on the Class Pages section of the school website and on class dojo
- Inviting parents for workshops and activity sessions with their child
- Encouraging parents to talk to the child's teacher if there are any concerns.

There are two formal meetings for parents one in the Autumn term and one in the Spring term. The teacher is available for a consultation if it is required in the summer term.

Contact with parents is also encouraged with:

- Allowing parents to access their child's observations through Class dojo

- Inviting parents to attend the celebration assemblies.
- Encouraging parents to support on school trips and weekly woods visits

Equal Opportunities

At Barrington C of E Primary School we aim to meet the needs of all, taking account of gender, race, culture, ability, religion, language, age, special educational needs, disability and social circumstances. All children should have the opportunity to experience a stimulating, challenging and enjoyable learning experience.

Safeguarding & Welfare

At Barrington Primary, we understand that we are legally required to comply with welfare requirements.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

It is important to us that all children in the school are 'safe' and feel 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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (More information can be found in the school's safeguarding policy)

Barrington School adheres to statutory 'Prevent' guidance in ensuring children stay safe in education and work together with parents/ carers outside of education wherever possible. Our systems ensure a positive 'parent partnership' which help to gain a wider understanding of a child's background. Staff are updated regularly regarding the 'Prevent' duty.

Children must eat morning snack and in the lunch hall whilst being supervised by a member of staff who holds a paediatric first aid certificate.

Inclusion

At Barrington C of E Primary, 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. Early assessments and observations ensure that any child with potential special educational needs are identified at the earliest possible opportunity. This early identification enables staff to support the development of each child.

Concerns are always discussed with parents/carers and the school's SENCo for further information and advice.

Monitoring and Review

It is the responsibility of everyone working in Red Class to follow the principles stated in this policy. The Headteacher and EYFS co-ordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process.