

Early Years Foundation Stage (EYFS) Policy

This policy was approved by Governors on 3rd July 2025 and will be reviewed annually.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Navenby Primary School, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

At Navenby Primary School we follow the Statutory Framework for the early year foundation stage, which was effective from September 2021. Within this framework there are four guiding principles which shape our practice.

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. 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.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

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.

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 about 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 (see Safeguarding Children Policy).

"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 Navenby Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2021. 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 the safe efficient management of the setting and to meet the needs of the children.

Safeguarding and Safer Recruitment

At Navenby Church of England Primary School, the safeguarding of all children is our highest priority. We are committed to creating a safe, supportive and transparent culture in which children feel secure and valued. We understand the importance of rigorous safeguarding procedures and safer recruitment practices in supporting children's physical and emotional wellbeing.

All staff and volunteers who work with children are subject to enhanced Disclosure and Barring Service (DBS) checks. In line with updated statutory guidance, we also request written references, including from any previous childcare or educational settings, to further assess an individual's suitability to work with young children.

We ensure that whistleblowing procedures are visible and actively promoted throughout the setting. Staff are aware of how to report concerns and are supported in doing so through a culture of openness, respect and accountability.

Through robust training, reflective practice, and close liaison with our Designated Safeguarding Lead (DSL), we ensure that safeguarding remains a shared responsibility and a core part of our EYFS provision.

Attendance and Emergency Contacts

At Navenby Church of England Primary School, we recognise that regular attendance is vital to children's learning, development and wellbeing. It also plays a key role in safeguarding. Daily attendance is closely monitored in line with statutory expectations and our internal safeguarding protocols.

- A daily register is completed promptly each morning, and any unexplained absences are followed up by the school office on the same day.
- We ask all families to provide a minimum of two emergency contacts for their child, in case a parent/carer cannot be reached. These contact details are stored securely and updated regularly.
- At the start of each term, we remind families to review and update their emergency contact information. Mid-term changes are processed as needed.
- Patterns of persistent or concerning absence are referred to the Designated Safeguarding Lead (DSL) and, where necessary, the local authority's attendance team. Staff are aware that poor attendance may be an indicator of broader safeguarding concerns.

Positive Relationships

At Navenby Primary School we recognise that children learn to be strong and independent 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:

- inviting all parents to an induction meeting during the term before their child starts school in order to give information about starting school, our curriculum and transition.
- talking to parents about their child before their child starts in our school via a phone call between the parent and class teacher.
- the children having opportunities to spend time with their teacher before starting school during a transfer session and Nursery visits;
- supporting children through the transition from pre-school to Reception with the children attending part time during the first full week of school. This is also to support staff and parents in getting to know each other as well as the children.
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: celebration assemblies, school visits, curriculum themed stay and play days;
- providing parents with opportunity to celebrate their child's learning and development through the use of online reporting via 'Tapestry'.
- written contact through reading diaries as well as the acknowledgement that parents can ring school to contact staff;
- ensuring all parents know that their child's teacher and teaching assistant are their key workers;
- by providing a quiet and confidential area where parents are able to discuss any concerns.

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 different areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and follows the children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend it as needed to further individual learning.

Learning and Development

Teachers and teaching assistants provide the curriculum in the Reception class. Our intake allows for a class size of 30 children. In September 2024 we will admit no more than 30 children into our Reception class.

There are seven areas of learning and development of which three are “prime areas” and four are “specific areas.” The prime areas are

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

The specific areas are

- Literacy
- Mathematics
- Understanding of the world and
- 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 in any prime area 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 SENCo in order to access Special Educational Needs support.

At Navenby Primary School “each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.”

Planning and guided children’s activities will reflect on the different ways that children learn and reflect these in their practice. At Navenby Primary 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; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Navenby Primary 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 SENCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school’s Inclusion policy for SEN.

Religious Education is also taught in the reception classes in accordance with Lincolnshire guidelines.

Care, Toileting, and Personal Privacy

We are sensitive to the needs of all children when supporting them with toileting and personal care. Our practices reflect our commitment to safeguarding, privacy, and respect for each child's dignity.

- Toileting, nappy changing, and other forms of intimate care are conducted discreetly and respectfully by known and trusted adults.
- Children are supported in line with their age and stage of development and encouraged to be as independent as possible.
- Where intimate care is required, it is logged when appropriate and conducted in line with the school's Intimate Care and Safeguarding Policy.
- We ensure that appropriate hygiene routines are followed, and the environment is clean, safe, and supportive.
- Staff remain vigilant to ensure children's safety and wellbeing during all care routines and are trained to balance privacy with safeguarding.

Statutory Reception Baseline Assessments (RBA)

The Reception Baseline Assessment (RBA) is a statutory assessment carried out in the first six weeks of a child starting Reception. It is required by the Department for Education (DfE) and is designed to measure each child's starting point in key areas of literacy, communication, language, and mathematics. The RBA is conducted in a one-to-one setting by a familiar adult (either the class teacher or teaching assistant) and takes approximately 15 minutes to complete. The outcomes are used solely for progress measures between Reception and the end of Key Stage 2; they are not shared with parents or used to label or group children.

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 Navenby Church of England Primary School, we are committed to providing a safe and secure environment where children can learn, explore and develop with confidence. There are clear procedures in place for assessing risk (see Whole School Risk Assessment Policy), including protocols for outings and any areas of the environment or provision that require further assessment.

In line with the EYFS Statutory Framework (2021), we implement the following practices:

- A whole-school Medicines Policy, which ensures that appropriate systems are in place to record and act upon children's medical needs. Medicines will not be administered unless prescribed by a doctor, dentist, nurse, or pharmacist. Written permission must be obtained from the child's parent or carer. All administration of medicine is recorded, and parents/carers are informed on the same day. Where medical or technical knowledge is required, staff receive appropriate training.
- A fully stocked first aid box is accessible at all times. A record of accidents and injuries is maintained in line with our Accident and Injury Policy.

- All EYFS staff are trained in Paediatric First Aid (PFA). Furthermore, in accordance with statutory requirements, every adult counted within the EYFS staff-to-child ratio, including apprentices, trainees, or students, holds a valid PFA certificate. No adult is left unsupervised or included in staffing ratios until certification has been verified.
- All PFA training complies with DfE standards and is refreshed every three years. Records of certification are maintained by the EYFS Lead and Designated Safeguarding Lead (DSL), and training needs are reviewed as part of our safeguarding and performance monitoring processes.
- We have a comprehensive Health and Safety Policy and procedures, which include the identification, reporting and resolution of hazards, accidents, or faulty equipment.
- An up-to-date Fire and Emergency Evacuation Policy is in place, with regular drills to ensure staff and children are confident in emergency procedures.
- Our Safeguarding Policy clearly outlines the safe use and secure storage of mobile phones and cameras while children are present. School-owned cameras must never be used for personal purposes.

By maintaining high standards of health, safety and first aid, we ensure that all children in our EYFS setting are supported in a safe, responsive and nurturing environment.

Safer Eating and Supervision of Children

At Navenby Primary School, we are committed to ensuring that all children enjoy a safe, healthy, and positive experience during mealtimes. We follow national guidance to minimise the risk of choking and food-related incidents.

- Children are always seated upright while eating or drinking.
- Staff sit in close proximity and face the children to observe and supervise throughout snack and lunch periods.
- Foods with a higher choking risk (such as whole grapes, popcorn, or hard raw vegetables) are not served unless appropriately prepared.
- All staff involved in food service and supervision are trained to recognise the signs of choking and know how to respond. This training is refreshed regularly.
- Eating times are viewed as valuable social and learning experiences where staff role model safe and healthy eating practices.

Healthy Eating and Nutrition

Promoting healthy eating habits from an early age is an important part of our provision at Navenby Primary School. In line with updated Department for Education nutrition guidance (2025), we ensure that all food provided is nutritious, balanced and age-appropriate.

- Snacks and meals are planned to support children's growth, development, and concentration, and we encourage the enjoyment of a wide variety of healthy foods.

- We take into account each child’s individual dietary needs, including allergies, intolerances, religious and cultural preferences.
- Children are given daily access to fresh drinking water, and staff ensure hydration is maintained throughout the day.
- Mealtimes are used as opportunities for children to learn about food, nutrition and social skills, with staff modelling healthy choices and mealtime behaviours.
- Parents are supported in understanding our approach to nutrition and are welcome to discuss any dietary concerns with EYFS staff.

Transition

From Pre-school /Feeder settings

During the summer term prior to a child’s entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents are invited to a transition meeting in the term before their child starts school to meet the teacher, find out about the new curriculum, learn about school procedures and discuss any concerns they may want to express.
- During the summer term parents are encouraged to complete an “all about me” booklet. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to visits to their reception class.
- The Reception teacher from Navenby Primary School make visits to feeder settings. The number of visits will depend on the child’s needs and how much information gathering is required in order to support the child’s transition.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.

From Reception Class to Key Stage 1

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. 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 Year 1.

Policy Approved: Full Governors meeting: 3rd July 2025 and will be reviewed in Summer 2026

Signed:

Chair of Governors: Mrs H Jerstice

Head teacher Mr C Elliott