



*‘Be the best you can be; together we grow from acorns
to oaks, flourishing in God’s love’*

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

EARLY YEARS FOUNDATION STAGE POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with:	Senior Leadership Team
Approved by:	 M. Creed, Chair of Committee	Date:	25th November 2025
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1. Aims

This policy 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

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

3. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

3.1 Planning

The teacher plans to include all the foundational key skills and knowledge needed, this is sequential and will immerse the child by using small steps over the year to support transition



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into KS1. Through play-based practice and provision, we plan a curriculum that is in response to our children's needs, thoughts and ideas, it is broad and balanced with rich opportunities to learn through practical activities shaped and underpinned by the seven areas of learning and development.

Learning and development opportunities are planned so that they are engaging, through our interactions, we encourage and enable our children to build on their prior knowledge so that they move their learning forward. Alongside the delivery of the EYFS curriculum, a child's 'Characteristics of Effective Learning' also informs planning and provision.

3.2 Teaching

Learning opportunities are delivered through planned, purposeful play, and through a mix of adult led, adult directed and child led activities. Staff respond to each child's emerging needs and interests, guiding their development through skilled and positive interactions.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

4. Assessment

At Bream Church of England school, ongoing assessment is an integral part of learning and development processes. Staff make observational assessments to identify where a child is on their developmental continuum (using development matters) and this informs possible next steps to take in order to consolidate and accelerate their learning. These observations are used to shape future planning.

Activities and achievements are documented through the voices of parents, the child and the practitioner; photographic evidence and floor books are also used to showcase experiences. Staff also take into account observations shared by parents and/or carers through Purple Mash and/or Wow certificates.

Within the first 6 weeks that a child starts reception, the teacher will administer the Reception Baseline Assessment (RBA). On-going assessment is documented using Insight against the development matters criteria.

5. Working with Parents and Carers

We recognise that children learn and develop well when there's a strong relationship between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Parents evening helps to provide parents and/or carers with a well-rounded picture of child's knowledge, understanding and abilities.



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6. Safeguarding and Welfare Procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained to meet the needs of all children and ensure their safety:

We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings and facing children during every snack and meal times. This PFA certificate is renewed every 3 years as required

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
- The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy. www.breamcofe.co.uk/policies

This policy is available on the school website: www.breamcofe.co.uk/policies

*Paper copies are available on request from the School Office.
Appendices Overleaf*



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

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