



Early Years Foundation Stage (EYFS) Policy 2026 - 2029

Approval Dates:

This policy has been approved by the School

Headteacher: Lucy Wheatcroft

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"TOGETHER WE ASPIRE, BELIEVE, EXPLORE, ACHIEVE"

Our vision is underpinned by Jesus' mustard seed parable - Matthew 17:20
If you have faith as small as a mustard seed you can say to this mountain move from here to there
and it will move. Nothing will be impossible for you.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential."
(EYFS Framework, 2021)

Aims

This policy aims to ensure children ASPIRE, BELIEVE, EXPLORE, ACHIEVE :

- That children access a broad and balanced curriculum which inspires and gives them the range of knowledge and key skills needed to achieve in school and life;
- Quality and consistency in teaching and learning so that every child makes good progress with a curriculum that meets their needs;
- A close working partnership between staff and parents and/or carers to allow children to achieve their potential;
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

In line with the 'seven key features of effective practice', we believe and invest in:

1. The best for every child
2. High quality care
3. The curriculum: what we want children to learn

4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

Further information is set out in this policy to describe how we meet these to ensure effective practice for all our children.

Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Structure of the EYFS

Our EYFS has two nursery classes and two reception classes. Children can join our nursery the term after they are three. Children can attend morning or afternoon sessions and we have some 30 hour places available for parents who qualify. [Please see our admissions policy here](#).

The Curriculum

Our EYFS curriculum has been written in accordance with the latest version of the [‘Statutory framework for the Early Years Foundation Stage \(EYFS\)’](#) (September 2021).

Our EYFS curriculum seeks to Inspire, Believe, Explore and Achieve and to provide:

- Quality and consistency – so that every child makes good progress and no child gets left behind;
- A secure foundation – through careful planning for learning and the development of each individual child and assessing and reviewing what they have learned regularly;
- Partnership working – between practitioners and with parents/ carers;
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS framework includes seven areas of learning and development that are important and interconnected:

- Communication and language
- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The first three areas in the list above, known as the prime areas, are vital for children’s development. These are the foundations for children’s life-long learning. They are particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive. When children have established solid foundations in the prime areas, they are ready and receptive towards learning the specific areas.

Our EYFS curriculum has been developed giving communication and language skills, including the explicit teaching of expected and ambitious vocabulary a high priority. This is in line with Development Matters 2020: *“The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.”* At All Saints School we use the Wellcomm tool to screen all children and plan interventions so that all children rapidly make progress in this area of learning. We take part in OCCs Language Lead initiative and work with the ‘I Can’ charity. Our EYFS environment is organised in line with Elizabeth Jarman’s Communication Friendly Spaces theory as we strive to improve and inspire children’s communication. We ensure that we engage in high-quality interactions with children to support and develop their communication and language skills. We use the ShREC model (Share, Respond, Expand, Communicate) to promote purposeful talk, active listening and rich language development throughout the day. This model is highly recommended by the EEF.

<https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach>

A high priority is also given to the teaching of reading. We aim to teach children to read and develop a love of books as soon as they arrive at All Saints School, books are used to teach projects and to enhance our whole curriculum.

We follow a systematic approach to phonics teaching based on the Ruth Miskin Read Write Inc. scheme. Please see our [Phonics Policy](#) for further information on this.

We underpin our curriculum with the Personal Social and Emotional Development of all our children. We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour, school rules and reflection time. [Please see here for our behaviour policy.](#)

In Reception, we use the [‘Zones of Regulation’](#) to help children understand and manage their feelings and emotions. The Zones group emotions into four coloured areas, giving children a simple way to talk about how they are feeling throughout the day. Children learn that all feelings are normal, and we support them to recognise how their bodies feel in each Zone. We then teach and practise calming and coping strategies, such as deep breathing, movement breaks, or talking to an adult, to help them regulate their emotions. Using the ‘Zones of Regulation’ helps children develop emotional awareness, self-control and confidence, supporting their wellbeing and learning at school.

Under each area of learning, educational programmes of activities and experiences are planned for through our curriculum. Here, at All Saints School, we adapt the Cornerstones / KapowCurriculum based upon our assessments of children and use it to teach the Early Learning Goals and provide a breadth of learning for our children. We aim to inspire children as 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 essential for 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. Practitioners make an ongoing judgement about the balance between activities led by children, and activities led or guided by adults. At All Saints Primary School we respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children’s development allows, the balance will

gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Our Curriculum is based around cross-curricular projects from the Cornerstones / Kapow Curriculum. Each project planned is included in the curriculum for specific reasons and we want to ensure that all children leave the Reception Year ready to start the year 1 curriculum. Using Cornerstones / Kapow alongside the EYFS ensures continuity and progression of skills throughout the school. Each project does not last a specific amount of time but is based on the children's learning at the time, and the knowledge and skills needed to be taught. This allows us to plan activities to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience. All the projects have resources and activities which enhance our provision in the classroom. Projects are introduced with a good quality storybook or age-appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

Teaching and Learning

We believe and foster the three characteristics of effective learning, as set out in Development Matters 2021, underpin successful learners. At All Saints we use animal characters to help children identify and understand the characteristics.

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 achieving.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our curriculum is ambitious and aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage document. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Inclusion

At All Saints primary School, every child matters. All of our children are seen as '*resilient learners, not afraid to take risks*' and have '*high aspirations and aims*'. We strive to offer our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. We value the diversity of individuals within the school. All children at All Saints Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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 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 providing additional support and intervention where and when needed.

Assessment

During the first half term in Reception, the teacher assesses the ability of each child using a mixture of the statutory government baseline, Wellcomm language assessments / RWI phonics screening and also through teacher observations. These assessments, combined with the information obtained from the previous setting and parents, allow us to not only identify where each individual child is working and what specific needs they may have, but also as a cohort identify patterns of attainment, in order to tailor the teaching programme for individual children and groups of children. These shape both the knowledge and key skills planned medium term and delivered in lessons.

We assess and record each child's level of development throughout the year and whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year in July. We make regular assessments, both formally and informally, of children's learning against our curriculum knowledge and skills taught, to judge who is on-track with our teaching and who is not on track. This information identifies areas of need and informs future planning. Assessment in the Foundation Stage takes the form of both formal and informal observations and through planned activities. Assessment is completed regularly and involves both the teacher, teaching assistants, parents and children, as appropriate.

At the end of the final term in Reception we assess whether each child is emerging or expected in each strand within each area of learning and submit this data to the local authority. This information is also shared with the child's next teacher who uses this information to make plans for the year ahead. We share this information with parents in the end-of-year report.

Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules, consent and limits and to help them understand why they are in place. We provide children with choices to help them develop this important life skill. We help children learn to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education (PSED) is at the heart of everything we do. In All Saints we use the Jigsaw scheme of work to complement our PSED curriculum and teaching.

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 policies which have been written in accordance with 'Keeping Children Safe in Education 2021'.

A number of staff members in the setting have a recognised paediatric first aid qualification in line with the EYFS framework 2021.

Updated September 2025 following Early Years Foundation Stage Safeguarding Reforms:

- We ensure that a Paediatric First Aid (PFA) trained member of staff is always present in the room while children are eating.
- We obtain and record all dietary requirements, food allergies, intolerances, and health needs before a child starts at the setting.
- We ensure this information is shared with all staff who prepare, handle, or serve food.
- We work in partnership with parents/carers and health professionals to create, review and update allergy action plans.
- We ensure staff are trained to recognise symptoms of allergies and anaphylaxis, understand appropriate treatments, and know the difference between allergies and intolerances.
- We work with parents/carers to ensure food is prepared according to each child's individual stage of development.
- We prepare food in ways that reduce the risk of choking, following current government and NHS guidance.
- We ensure children are safely seated in appropriately sized chairs and that mealtimes take place in a designated eating space with minimal distractions.
- We ensure children are always within sight and hearing of staff while eating, with staff positioned to monitor eating, prevent food sharing, and respond quickly to allergic reactions or choking.
- We record and review any choking incidents that require intervention, share details with parents/carers, and take action if patterns or risks are identified.

Toileting and Privacy

- We ensure children's privacy is respected during toileting and intimate care, while maintaining safeguarding and supervision requirements.
- We consider carefully who is present and what can be seen during intimate care routines.
- Where appropriate, we use privacy screens or staff positioning to protect dignity while ensuring children remain safe and supervised.

Parents and carers 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 and carers play in educating our children. We do this through:

- ensuring parents/ carers have the opportunity to talk to staff about their children before their child starts school – this helps shape our curriculum and assessments of children;
- the children and their adult have the opportunity to spend time with their teacher in their new classroom before starting school during 'Stay and Play' sessions;
- inviting all parents to an induction meeting during the Summer term before their child starts school;
- all families are offered a home visit by EYFS staff;
- offering parents regular opportunities to talk to their class teacher about their child's progress, work and wellbeing throughout the year;
- encouraging parents to talk to the child's teacher/ TA if there are any concerns. There are two formal meetings for parents per year at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year;
- Ongoing Stay and Play sessions monthly for parents in Nursery
- Show Case Events for Reception parents termly.
- Talking Tables parent sessions in nursery

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, the Reception teachers act as a 'Key Person' to all children in EYFS, supported by the Nursery Nurses and Teaching Assistants. In the nursery class children are allocated a keyworker who will be a teacher, a nursery nurse or a level 3 teaching assistant.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Our induction programme includes:

- An induction for parents held by the EYFS lead. Parents are given practical information such as the ethos of the school, vision and values, information about equipment and uniform needed.
- An EYFS brochure is sent to all new families which outlines the practical information given in the induction meeting;
- Staff completing handovers with the child's previous Nursery setting;
- Stay and play sessions held in the summer term so that the children can get to know the teachers and school staff with their parent present. Teachers can get to know parents and carers and ask about the individual children.
- A 'settling in' week when children first start school in September – EYFS staff visit children in their homes. The children will then attend for a short session for one morning then attend full time the day after. EYFS staff offer parents a longer induction for their children if parents feel this is needed. (Children attend - Tues am, Wed am+lunch, Friday - all day)
- Nursery children are supported in their start to school through individual programs made in partnership with nursery staff and parents.

When children transition into year 1 EYFS staff have time with the year 1 team to give them all the relevant welfare, academic and general information about all the children leaving the EYFS. The Year 1 teacher teaches the Reception children for two sessions so the children can start to get to know them and their new classroom.

Monitoring arrangements

This policy will be reviewed and approved by the Headteacher every three years.

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
Procedure for responding to illness	See health and safety, supporting pupils with medical needs and first aid policies
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding and visitor policies
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding and child not picked up at the end of the school day policies
Procedure for dealing with concerns and complaints	See complaints policy