



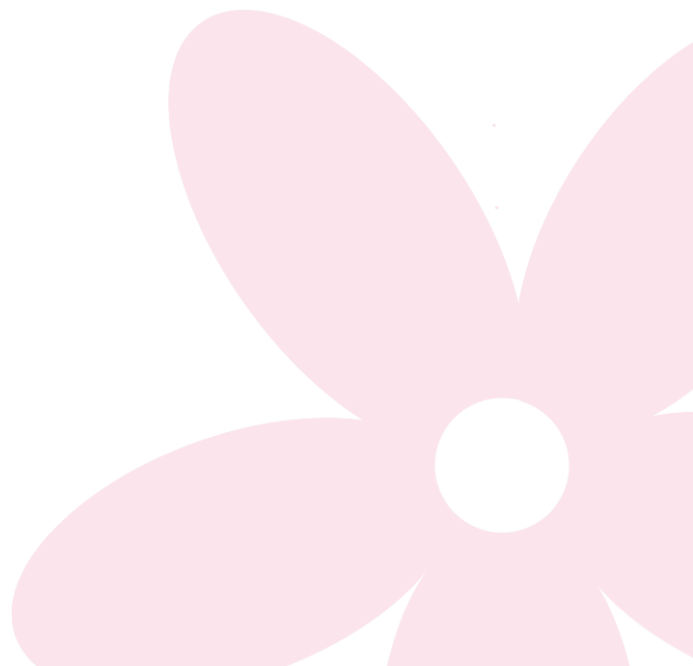
Early Years Foundation Stage Policy

St Barnabas CofE Primary School

Approved by:	LGB
Last reviewed on:	September 2026
Next review due by:	September 2027

This policy supersedes all previous Early Years policies

Fioretti Trust
Aspiration Wisdom Compassion



Early Years Foundation Stage Policy

1. Purpose

At St Barnabas, we recognise that the Early Years provide the foundations for children's future learning and development. We provide a safe, nurturing and ambitious environment in which every child is known, valued and supported to flourish.

Our provision follows the statutory Early Years Foundation Stage (EYFS) framework and reflects our school vision:

“Through the hope Jesus inspires, we encourage one another and build each other up to be our best selves.”

2 Aims and principles

We aim to:

- provide a broad, ambitious, language-rich and inclusive curriculum that builds secure foundations for future learning;
- combine purposeful play, direct teaching and high-quality adult interaction so that children know more, remember more and can do more over time;
- promote children's personal, social, emotional, physical and spiritual development;
- identify needs early and provide timely support and appropriate adaptations;
- develop positive learning behaviours, including curiosity, cooperation, determination, independence and respect;
- create stimulating indoor and outdoor environments in which children can explore, practise and apply learning; and
- work in genuine partnership with parents and carers as children's first and most enduring educators.

Our practice reflects the four overarching EYFS principles: every child is unique; children learn through positive relationships; children learn and develop well in enabling environments; and children develop and learn at different rates.

3 Curriculum and learning

Our curriculum is carefully sequenced from children's starting points. It identifies the essential knowledge, vocabulary, concepts and skills children need, while remaining responsive to their experiences, interests and needs. Communication and language underpin all seven areas of learning.

The seven areas of learning

Prime areas	Specific areas
Communication and Language Physical Development Personal, Social and Emotional Development	Literacy Mathematics Understanding the World Expressive Arts and Design

Learning includes daily and regular opportunities for phonics, early reading, writing, handwriting, mathematics, oracy, stories, songs and rhymes, physical development, creative expression, understanding the world, Religious Education and collective worship. Agreed school programmes, including Essential Letters and Sounds, Letter-Join and speech, language and communication screening or intervention, are used where appropriate.

Practitioners deliberately teach, model, question, explain, scaffold and extend learning. Children experience an appropriate balance of whole-class and small-group teaching, adult-guided learning and child-initiated play. Continuous provision is planned to help children revisit, apply and deepen taught knowledge and skills across meaningful contexts.

4 Characteristics of effective teaching and learning

Practitioners support children to:

- play and explore by investigating, experiencing and having a go;
- learn actively by concentrating, persevering and taking pride in what they achieve; and
- create and think critically by developing ideas, making links and choosing strategies.

Adults promote listening, turn-taking, self-regulation, respectful behaviour, sensible risk-taking and resilience. They help children learn from mistakes, solve problems and become increasingly responsible for themselves, others and their environment.

5 Learning environment and outdoor education

Indoor and outdoor spaces are regarded as one connected learning environment. They are safe, calm, welcoming and accessible, with carefully chosen resources that promote independence, curiosity, language, collaboration, creativity and sustained thinking.

Provision includes meaningful opportunities for reading, mark-making and writing, mathematics, imaginative play, construction, small-world learning, creative and sensory exploration, technology, investigation and physical development. Resources and enhancements are reviewed in response to curriculum priorities, assessment and children's developing interests.

Children have regular access to outdoor learning throughout the year. Outdoor provision supports gross-motor development, large-scale construction, exploration of the natural world, problem-solving, managed risk and experiences that cannot be replicated indoors. Appropriate clothing is encouraged so children can participate safely in varied weather.

6 Inclusion, SEND and equality

Every child has the right to access, participate in and benefit from the EYFS curriculum. No child will be disadvantaged because of disability, special educational need, ethnicity, culture, religion or belief, home language, family background, sex or ability.

Practitioners use assessment and knowledge of the child to identify needs early. Teaching, resources, routines and the environment are adapted without lowering expectations. The EYFS team works with the SENDCo, parents and carers, and relevant external professionals through the graduated approach. Reasonable adjustments are made in accordance with the Equality Act 2010.

Children with English as an additional language are encouraged to use and develop their home language while gaining confidence and fluency in English. Staff distinguish between additional-language acquisition and possible special educational needs.

7 Assessment and progress

Assessment is integral to teaching. Practitioners use professional knowledge, observation, conversation, children's work and information from families to understand what each child knows, understands and can do and to decide what to teach next.

Assessment is proportionate and does not require excessive collection of physical or digital evidence. Progress is reviewed regularly to identify strengths, gaps and children who need additional support or challenge. Judgements are supported through professional dialogue and moderation.

- The Reception Baseline Assessment is completed within the first six weeks of a child starting Reception.
- Internal baseline information is established early in Nursery and Reception to inform teaching and support.
- The statutory Early Years Foundation Stage Profile is completed at the end of Reception and shared in accordance with statutory requirements.
- Parents and carers receive regular information about their child's progress, achievements and next steps.

8 Partnership with parents and carers

Parents and carers are children's first and most enduring educators. We build respectful, two-way relationships from the point of admission and encourage families to share information about their child's development, interests, culture, language, health and wellbeing.

Partnership may include transition meetings or visits, workshops, stay-and-play sessions, parent consultations, reading and phonics guidance, celebration of learning and regular communication. Parents and carers must tell the school promptly about changes to contact details, medical needs, allergies, medication, family circumstances or collection arrangements.

9 Admissions, attendance and transition

Nursery admissions follow the school's Nursery Admissions Policy. Admission to Nursery does not guarantee a Reception place. Reception admissions are managed through the relevant statutory admission arrangements.

Settling-in arrangements are planned with families and are responsive to individual need. We liaise with previous settings and relevant professionals, with appropriate consent and information sharing, to support continuity of care and learning.

Regular attendance and punctuality help children form secure relationships, establish routines and make sustained progress. Absence is followed up in line with school procedures and safeguarding expectations.

Transition into Year 1 is carefully planned. Reception and Key Stage 1 staff share relevant information, moderate learning and consider how provision and pedagogy can support continuity while preparing children for the next stage.

10 Safeguarding and welfare

Children's safety, welfare and dignity are paramount. The school meets the safeguarding and welfare requirements of the statutory EYFS framework and follows the Fioretti Trust Safeguarding and Child Protection Policy and St Barnabas appendix.

- All practitioners receive safeguarding induction and training appropriate to their role and know how to report concerns immediately.
- The Designated Safeguarding Lead and deputies provide advice and ensure concerns, allegations and low-level concerns are managed through school procedures.
- Safer recruitment, suitability checks, staff supervision, visitor controls and whistleblowing arrangements are followed.
- Children are adequately supervised, usually within sight and hearing of staff and always within sight or hearing.
- Staffing arrangements and ratios meet statutory requirements and are organised according to children's needs, activities and the layout of the premises.
- Children are released only to adults authorised by a parent or carer. Collection changes must be communicated and verified in accordance with school procedures.
- Mobile phones, cameras and personal devices are managed in accordance with the EYFS Mobile Phone Policy and safeguarding procedures.
- Intimate care is provided respectfully, safely and in a way that protects the child's privacy while meeting safeguarding requirements.
- Smoking and vaping are not permitted in or on the premises when children are present or about to be present.

11 Key person and staffing

Each child is assigned a key person. The key person helps the child become familiar with the setting, supports a settled relationship, helps tailor care to individual needs and builds a constructive partnership with parents and carers. Families are supported to access specialist help where appropriate.

All staff receive induction covering their roles, emergency evacuation, safeguarding, child protection and health and safety. Staff have appropriate supervision, coaching

and professional development so they can reflect on practice, discuss children's development and wellbeing, and continually improve provision.

12 Paediatric first aid

At least one person with a current full paediatric first aid certificate, meeting the criteria in the statutory EYFS framework, will be on the premises and available at all times when EYFS children are present. A suitably qualified paediatric first aider will accompany children on outings.

The school considers the number of children and staff, the layout of the premises and planned activities so that a paediatric first aider can respond quickly. Paediatric first-aid certificates are renewed at least every three years, and the school makes available to parents and carers a list of staff holding a current certificate.

Staff whose qualification and role require a paediatric first-aid certificate in order to be counted in statutory ratios will obtain and maintain it within the required timescale. The school keeps training records and plans cover so the statutory requirement is met throughout the day, including breaks, clubs and outings.

Accidents and first-aid treatment are recorded. Parents and carers are informed on the same day, or as soon as reasonably practicable, of any accident or injury sustained by their child and of any first aid given. Serious accidents, injuries, illnesses and deaths are notified to the relevant agencies where required.

13 Health, medicines, allergies and food safety

The school promotes good physical and oral health through active play, personal hygiene, healthy food choices and age-appropriate learning. Children's dietary, allergy, intolerance and medical information is obtained before admission and updated through ongoing discussion with parents and carers.

- Medicines are administered only in line with the Supporting Pupils with Medical Conditions and First Aid policies, with required permissions and records.
- Medication is stored securely, out of children's reach, while emergency medication remains readily accessible to trained staff.
- All relevant staff receive the information and training needed to understand a child's medical or allergy plan and respond to an emergency.
- Food and drink are prepared, stored and served hygienically. Children are adequately supervised while eating, and food is prepared in a way that reduces choking risk.
- The school works with its catering provider and follows its Allergy Safety Policy when managing food allergens and anaphylaxis.

14 Risk assessment, premises and outings

The school takes reasonable steps to prevent children being exposed to avoidable risks and can explain how risks are managed. Daily checks and proportionate risk assessments consider the environment, equipment, activities, staffing, individual needs and any specific hazards.

Premises, furniture, equipment and outdoor areas are suitable, secure and maintained. Fire detection and evacuation arrangements are in place and practised. Children have access to appropriate toilets, handwashing facilities, drinking water and suitable spaces for rest, confidential conversations and staff breaks.

Educational visits and local outings are planned in accordance with the Educational Visits Policy. Risk management includes suitable supervision and ratios, individual medical and SEND needs, emergency contacts, first aid and the safe transport of children. Required medication and emergency information accompany the child.

15 Behaviour, wellbeing and spiritual development

Positive behaviour is taught through clear routines, modelling, warm relationships and consistent expectations. Children are helped to name and regulate emotions, understand the impact of their actions, resolve conflict, cooperate and show kindness, honesty, friendship and determination. Practice aligns with the school's Ready, Respectful, Safe expectations and Behaviour Policy.

Spiritual, moral, social and cultural development is woven through stories, prayer, collective worship, Religious Education, reflection, play and relationships. Children learn about Christian faith and values, encounter a range of cultures and faiths, and learn to respect those of all faiths and no faith.

16 Roles and responsibilities

The Local Governing Body

- provides strategic oversight and assurance that statutory EYFS requirements are met;
- approves or receives the policy in accordance with the Trust Scheme of Delegation; and
- holds leaders to account for the quality, safety and inclusivity of EYFS provision.

The Headteacher

- ensures this policy is implemented and reviewed;
- ensures statutory curriculum, safeguarding, welfare, assessment, staffing and training requirements are met;
- provides appropriate resources and professional development; and
- reports to governors and the Trust on the effectiveness of EYFS provision.

The EYFS Lead

- leads curriculum design, pedagogy, assessment and transition;
- supports consistent, high-quality practice across Nursery and Reception;
- monitors provision, environment, outcomes and statutory compliance; and
- works with leaders, the SENDCo, families and external professionals to secure improvement.

EYFS practitioners

- plan and teach an ambitious and responsive curriculum;
- know children well and use assessment to inform teaching;
- maintain safe, inclusive and enabling environments;
- follow safeguarding, welfare, medical and emergency procedures; and

- build constructive partnerships with families and other professionals.

17 Monitoring and review

The EYFS Lead and Headteacher monitor implementation through professional dialogue, observation of practice, review of planning and assessment, scrutiny of the environment, pupil and parent voice, safeguarding and welfare checks, and evaluation of children's progress and experience.

This policy is reviewed annually and sooner when legislation, statutory guidance, school organisation or identified practice requires amendment.



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