
Great Gaddesden C of E (VA) Primary School



'Treat others exactly as you would like to be treated yourself'. (Luke 6:31)

Early Years Foundation Stage Policy

Review date: July 2025

Review cycle: Annually (or sooner if required)

Signature:

A handwritten signature in black ink, appearing to be 'M. B.', written over a horizontal line.

Date: 10th July 2025

Headteacher

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1. Vision & Aims

1.1 Vision

“Treat others exactly as you would wish to be treated yourself” - Luke 6:31

1) **Be** observant and thoughtful 2) **Be** kind and empathetic 3) **Be** flexible and reflective

Our vision is a call to empathy, encouraging us to step into the shoes of others. By treating each other with the respect and kindness we wish for ourselves, we create a culture of mutual respect, where productivity and collaboration soar. We aim to grow a community that values learning and humanity towards others, guided by the life and teachings of Jesus, our Christian values, and our 3'Be's. We aim to support all to feel valued, included and become flourishing individuals, with a heart for others and the world.

This begins in Early Years where we support the children at the start of their learning journey to understand our vision and values and support them on their journey to flourish academically, personally and spiritually.

1.2 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 2024.

3. Structure of the EYFS

Our Early Years is a mixed age class made up of a maximum of 13 Reception and 13 Nursery children. Reception children attend Early Years every day from 8:40am-3:10pm.

We offer 15 and 30 hour places for Nursery which are available to access the term after the child turns three (please see below):

Child's 3rd birthday falls between	A place can be accessed from
1st January & 31st March	Start of the Summer term
1st April & 31st August	Start of the Autumn term
1st September & 31st December	Start of the Spring term

For 15 hours children, they attend 8:45am-11:45am every day.

For 30 hours children, they attend 8:45-2:45pm every day.

We offer parents the option to top up 15 hours through self-funding and also extend the day from 2:45pm to 3:15pm. More information about this and the charges, please refer to our Admissions Policy & Charging, Remissions and Debts policy.

4. 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. Three areas, known as the prime areas, are seen as particularly important 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 developed, and children's curiosity and enthusiasm are ignited, through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Our staff plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Each term, staff share an overview of the upcoming curriculum which follows a two year cycle. This is used as a guide to support weekly planning with the flexibility to move with the children's unique interests and fascinations.

In planning and guiding children's activities, staff reflect on the different ways that children learn, and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help the 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.

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;
- creating and thinking critically - children have and develop their own ideas, make links

between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2014)

•Religious Education and PSHE is also taught in the EYFS, within the areas of learning.

4.3 Enabling environments

The EYFS classroom is organised to allow children to explore and learn securely and safely.

There are areas where the children can be active or take things more quietly. The classroom covers all learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own large and enclosed outdoor area, which has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant.

4.4 Curriculum ambitions

When we consider each unique child, we can identify key areas of learning that we would like to foster, based on our school vision and knowledge of the most common learning needs of pupils as they enter our school. This helps us to form the key ambitions for our pupils as they move through the EYFS. These are:

- 1. For all children to be confident and competent early readers.**
- 2. For all children to be able to recognise, write their name and form simple sentences**
- 3. For all children to be able to treat others how they would wish to be treated by showing care and empathy in line with our school vision.**
- 4. For all children to be able to communicate effectively in a multitude of ways, including through music and performance.**
- 5. For all children to be able to play together, finding ways to disagree well.**
- 6. For all children to be able to develop a sense of spirituality, having a relationship with the natural world and knowing how things develop and grow around them.**
- 7. For all children to know how they can grow to be safe and healthy.**
- 8. For all children to know how to be independent in caring for themselves including personal care.**
- 9. For all children to combine different movements, develop overall body strength, balance, coordination and agility**
- 10. For all children to have secured letter and number formation and use these in a written or number sentence**

For each of these strands, learning activities and outcomes are planned throughout the curriculum so that the children are able to build their skills towards cumulative endpoints

5. Assessment

At Great Gaddesden CE VA Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

During Nursery and Reception, staff complete regular assessment and formally assess whether the children are 'on track' or 'not on track' at least three times per year/each term. Targeted support is then planned to support the children to close any gaps.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The school shares the results of each child's assessment with their parents and/or carers with their end of year report.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents and carers

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

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

7. 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 in our setting to meet the needs of all children and ensure their safety:

As we have mixed aged classes including Nursery and Reception children, we follow the requirements that are expected for the youngest children within the setting.

Therefore, we have the following adult ratios within the Early Years class:

- Where a Qualified Teacher is present, we have at least 1 member of staff for every 13 children.
- In the absence of a class teacher, the ratio we have at least 1 member of staff for every 8 children

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits (these procedures are also set out in our safeguarding policy) and recording information about staff qualifications and identity checks, vetting processes and references.

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. This PFA certificate is renewed every 3 years as required.

We also have a designated lead practitioner who is responsible for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSP (local safeguarding partners)
- Providing support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect

All practitioners are alert to any issues of concern in children's life at home or elsewhere.

7.1 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by including this within the curriculum, for example 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, which can be found here [\[insert link to your own child protection and safeguarding policy\]](#).

8. Supporting Smooth Transitions

8.1 Transition from Pre-school /Feeder settings

During the summer term prior to a child's entry into the Nursery or Reception year, the following procedures support a successful transition:-

Parents are invited to a 'Stay and Play' session with their child and also a Parent/Carer information meeting to ensure they know about school procedures and any concerns they may want to express.

Prior to starting at the school, either a home or setting visit is carried out by 2 members of staff. This is usually the Early Years Class Teacher and our Pastoral Support Assistant. These are informal visits to support our staff to get to know you, your child and any additional needs they may have that we need to be aware of and put in place the right support before your child joins us.

If your child attends another setting, we will make contact with the professionals to ensure information is shared effectively such as records, assessments, support plans etc.

8.2 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 if they are not yet reaching expected levels ('emerging'). For Writing, the EYFS teacher and KS1 teacher will moderate pupils' development collaboratively.

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.

Before starting in Year 1, the children will have the opportunity to visit their new classroom and meet the staff. Additional support is provided for any child needing further input to support them transition to Year 1 smoothly such as a transition booklet, additional visits to the classroom etc

9. Monitoring arrangements

This policy will be reviewed by the Headteacher and Early Years team at least every 3 years.

At every review, the policy will be shared with the governing board.

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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see https://www.greatgaddesden.herts.sch.uk/web/policies_and_agreements/297235

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 policy
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 policy
Procedures for a parent/carer failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy