




'In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Matthew 5:16

Responsibility, Respect and Friendship

EARLY YEARS FOUNDATION STAGE POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with:	Senior Leadership Team
Approved by:	 M. Bath, Chair of Committee	Date:	13th January 2026
Policy Date:	Spring Term 1 2026	Review Date:	Spring Term 1 2028
Review Frequency:	2 Years		



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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.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our early years setting includes a Reception class which is closely linked with the Key Stage One class. There is provision for up to 10 children in line with the school's published admission number. The school day for EYFS begins at 8.45am and finishes at 3.15pm, Monday – Friday, term time only.

At Rangeworthy, the foundation stage has free flow access and sole use of a secure outdoor covered environment. Well planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. Children work daily as a class, in a group and individually.

The teachers and support staff make every effort to support and take care of the children in the wider context, assisting them throughout the day, for example in the cloakroom, at lunchtime, getting changed for PE and other practical activities, while encouraging independence and self-help skills.

4. Admissions

Where possible, the Reception teachers form links and visits the local nurseries and preschools, records are exchanged and discussions are held on all individual children's needs.

During the summer term new entrants visit the schools for several transition sessions. The children experience normal school activities and routines in preparation for their arrival in



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September. Some children may benefit from an enhanced transition, this can be arranged through conversations between parents and carers, class teachers and the SENCO.

In the summer term, parents and carers are invited to a meeting where they are given information about helping to prepare their children for school. The Head teacher, Class Teachers and where possible a PTA representative and a Governor are present at the meeting. Parents and carers are given copies of school information in the format of a 'Welcome Pack' and have the chance to view school uniform.

Parents and carers are invited to take part in a home visit when their child begins school in September. This enables the child to get to know their teacher in their own familiar environment and for the family to make clear any additional information about their child; this may include their likes and dislikes as well as any specific interests or concerns.

In order to give the new children the best possible start to their schooling, they are introduced gradually to the school day including playtimes and lunchtimes. The children attend school for morning sessions for one week before beginning full time education.

5. 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



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5.1 Planning

Our staff plan activities and experiences for 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, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

Planning and guided children's activities will reflect the different ways that children learn and reflect these in their practice. At Rangeworthy Church of England 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
- being creative and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5.2 Teaching and Learning

Each area of learning and development is implemented through planned, purposeful play, access to outdoor learning 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.

Play is central to teaching and learning in the Foundation Stage. The children learn through investigation, exploration, listening, observation, creating and experimenting whilst being involved in first-hand play experiences. Steps are taken to promote independence, ability to work within a group and to develop concentration.

Teaching methods include:

- learning through whole class teaching
- learning through adult directed activities in groups
- learning through child-initiated activities

At all times the learning environment will be:

- safe and secure
- stimulating and diverse



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The activities will:

- Be well managed and organised and placed within a framework of established routines
- Be a balance of child initiated and teacher directed as appropriate
- Be appropriate and relevant to the needs of the children; at times open-ended and on other occasions more tailored to particular goals
- Provide different challenges
- Be varied and provide choices
- Promote success and achievement
- Develop perseverance and enable children to spend time on sustained play without irrelevant interruption
- Enable children to express themselves and deal with their emotions
- Provide opportunities for collaboration and social interaction
- Be valued as learning opportunities

5.3 Outdoor Provision

We recognise the importance of providing active learning experiences outdoors because:

- Children need the space to move
- Fresh air and exercise is proven to be good for the development of the brain and for a general feeling of well being
- Children need to be challenged and take risks if they are to grow and learn
- Children will improve their control, co-ordination and their ability to move more effectively if they are given the opportunities to run, climb, balance, swing throw, catch and kick
- Children will develop personal and social skills such as sharing, turn taking, co-operative play and negotiating

Children have weekly opportunities to engage in Forest School learning with a trained Forest School leader.

6. Assessment

At Rangeworthy Church of England 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.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).



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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 results of the profile are shared with parents and/or carers for their child. Further assessments are taken in December, February and at the end of year, in June. Regular assessment throughout the school year identifies where early intervention in any area might be necessary and if further support from external professionals is needed in determining whether a child has SEND and how to meet their needs appropriately.

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 upon request.

7. Working with Parents and Carers

We recognise that parents and carers are children's first and most enduring educators and we aim to work collaboratively with them. We recognise the role that parents have played, and their future role in educating the children.

We do this through:

- talking to parents and carers about their child before their child starts in our school, including an optional home visit in the week leading up to starting;
- providing the opportunity for children to spend time in school before starting school;
- supporting children through the transition from their pre-school, nursery or child-minder to Reception with the children attending part time during the first few weeks;
- inviting all parents and carers to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child, particularly in relation to reading and phonics;
- ensuring all parents and carers know their child's teachers and teaching assistants;
- encouraging parents and carers to talk to the child's teacher if there are any concerns. There is a formal meeting for parents and carers twice a year at which the teacher and the parent discuss the child's progress in private. Parents and carers receive a report on their child's attainment and progress at the end of each school year and have the opportunity to discuss this with the teacher;
- arranging a range of opportunities throughout the year that encourage collaboration between child, school and parents and carers: e.g. workshops, school visits;



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- providing parents and carers with an opportunity to celebrate their child's learning and development by encouraging them to contribute to the online learning platform, Class Dojo;
- written contact through a home school reading record;
- providing targeted home learning to meet the needs of individual children;
- welcoming families at the door in the morning and saying goodbye at the end of the day;
- providing a quiet and confidential area where parents and carers are able to discuss any concerns.

At this school we endeavour to make parents and carers feel welcome; we recognise the expertise of parents and other adults by involving them in their child's education. We wish to build a firm partnership that benefits and enhances the development and well-being of each child. Through establishing good home school links we hope to encourage continued involvement and interest in every child's education.

8. 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:

- 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

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in the school's Child Protection & Safeguarding policy; [Rangeworthy School Policies](#)



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9. Monitoring Arrangements

This policy will be reviewed and approved by the Headteacher every two years. At every review, the policy will be shared with the Local Academy Committee.

This policy is available on the school website: [Rangeworthy Primary School Policies](#)

Paper copies are available 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 Rangeworthy School Policies
Procedure for responding to illness	See health and safety policy SFAT Policy Page
Administering medicines policy	See supporting pupils with medical conditions policy SFAT Policy Page
Emergency evacuation procedure	See health and safety policy SFAT Policy Page
Procedure for checking the identity of visitors	See child protection and safeguarding policy Rangeworthy School Policies
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy Rangeworthy School Policies
Procedure for dealing with concerns and complaints	See complaints policy SFAT Policy Page