



Believe, Engage, Succeed, Together

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Early Years Foundation Stage (EYFS) Policy

This policy is applicable to Stamford Bridge Primary School, as part of the Wonder Learning Partnership

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Introduction

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, parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers that applies from September 2026.

Structure of the EYFS

At Stamford Bridge Primary School there are two Reception classes and a Nursery class.

The Reception Class teachers are Miss T Lloyd-Davies (EYFS Lead) and Mrs Brown.

The Reception class teaching assistants are Mrs P King (HLTA), Miss E Clements and Miss D Griffiths.

The EYFS SENDCO is Miss Young.

Nursery

Miss Y Chambers is our Nursery Lead Practitioner who reports to Miss T Lloyd-Davies (our EYFS Lead).

Mrs Sampson, Miss Clements and Miss D Griffiths are the Nursery nurses who support Miss Chambers.

Children can start nursery when they are 3 years old.

We accept universal and extended nursery vouchers or parents can pay for their child to attend nursery at a cost of £7.00 per hour. There are various sessions that children can attend (mix and match).

- 8.30am - 3pm (Full Day at 6.5 hours per day)
- 8.30am – 12pm (Part Day at 3.5 hours per day)
- 8.30am -1pm including lunch (Part Day at 4.5hours)
- 1pm - 3pm (Part Day at 2 hours)

Children have the option to have a hot school meal at a cost of £3.00 per day, alternatively they can bring a packed lunch from home.

Curriculum

Our curriculum is built around a firm **belief** that children are uniquely capable, creative and intelligent. We **aim** to **develop** and **embed** the **foundations** for our children to be successful learners and have a life-long love of learning through wonder, exploration and inspiration. There is a shared aim that every child will fall in love with reading and a recognition among all leaders and EY practitioners, that success in reading is the gateway to learning across the school.

Our ambitious curriculum is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs). The descriptors for these can be found in the appendix.

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework for group and school-based providers that applies from September 2026.

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

Weaving throughout the EYFS curriculum are the three Characteristics of Effective Learning.

- 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

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

'What children learn is important, but how children learn is even more important if they are to become learners in today's society.'

Helen Moylett

How Children Learn, Nancy Stewart (2011)

Planning

Staff plan activities and experiences that enable children 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 the SENDCO and relevant services from other agencies, where appropriate.

Our curriculum is planned for both inside and outside classrooms and equal importance is given to learning in both areas as children free flow through the areas.

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

Teaching

We know that children learn best through play. When children are deeply engaged their brains are developing, new synapses are forming and they are making progress.

Engaged means level five on the Leuven involvement scale. The child shows continuous and intense activity, revealing the greatest involvement. Signals for involvement are present, concentration, creativity, energy and persistence.

New concepts are presented in a context the children understand to allow for a progressive curriculum that weaves in real experiences, opportunities and celebrations.

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 learning, guiding their development through warm, positive interactions.

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

OFSTED'S 2023 PRIORITIES FOR EARLY YEARS

The report, along with [our research review Best Start in Life](#), emphasised the importance of curriculum in the early years.

We've committed to a strategic priority of giving children 'the best start in life', and high-quality early years education is vital to that. Children attend nurseries, pre-schools and childminders at a crucial developmental point in their lives. What they learn during this time forms the foundation for their future educational attainment, as well as their future health and happiness.

Making sure children achieve their potential at this stage is therefore of the upmost importance.

Of course, preparing children for future study is not the only purpose of early years education, but it is an important one.

We will continue our focus on communication and language. As we reported in the first part of our early years research review, if children do not develop and learn these abilities in their early years, it has a lasting impact on their educational progress. It underpins all future learning, and we will continue to emphasise its importance.

OFSTED, February 2023.

Assessment

At Stamford Bridge Primary School, ongoing assessment is an integral part of the 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. We will not spend unnecessary amounts of time writing observations or gathering evidence of children's learning. Our focus is on observing to understand children to ensure that all children are supported in reaching significant milestones. We believe that if we are capturing the moment, we cannot be part of the moment. Instead, we have structures in place that enable us to regularly discuss each child as a team and track individual progress across the 7 areas of learning. Staff also consider observations shared by parents and/or carers.

We use the online learning journal Tapestry to share each child's progress with the children and with parents.

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

At the **end of 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.

The profile is moderated internally (referring to the Development Matters guidance and Birth to 5) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with parents

We recognise that children learn and develop well when there is 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 through our 'focus child' programme. There are four focus children in Reception and two in nursery each week. When a child is a focus child, we will let the parent/ carer know that we are observing the child while they play to find out more about their interests and how they are progressing. We ask parents to upload some pictures to Tapestry of any recent family activities they have done out of school.

We value the knowledge and understanding parents and carers have of their child and we seek to work together to meet the child's needs. The EYFS profile helps to provide parents and/or carers with a well-rounded summative picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Safeguarding and welfare procedures

In line with the statutory framework children learn best when they are healthy, safe and secure. Through this we create a positive and welcoming environment where children enjoy learning!

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
- A healthy and balanced diet and exercise
- Sensible amount of screen time
- The importance of brushing your teeth
- Having a good sleep routine
- Being a safe pedestrian

At the end of the day the class teacher dismisses their children at the exit door. If the class teacher is unable to dismiss from the door another adult will remain at the door during dismissal procedures.

The rest of our safeguarding and welfare procedures are outlined in our Safeguarding policy. Child absence procedures are outlined in our Attendance and Punctuality policy.

Children's screen use

We have regard for the government official screen use guidance, as outlined in the Early Years Statutory Framework for group and school based providers 2026. This includes limiting screen time to 1 hour a day and less if possible.

Paediatric First Aid requirements

In line with the statutory framework, there is always at least one member of staff who is paediatrically first aid trained on site and available when the children are present and on outings.

Food and drink and safer eating

We ensure that staffing arrangements meet the needs of all children and ensure their safety. Our meals and snacks are healthy, balanced and nutritious and are always prepared in a way that avoids choking. Fresh drinking water is always available and accessible to the children. We ensure that children are adequately supervised, especially when eating. This includes ensuring that whilst eating children are always in sight and hearing of a member of staff. There is

also always a member of staff in the room with a valid paediatric first aid certificate during eating times. All staff involved with preparing and handling food receive training in food hygiene.

This is all in line with the Safer Eating requirements as part of the EYFS Statutory framework for group and school-based providers from September 2026. This is also referenced in Appendix C.

Supervision of staff

Appropriate arrangements are in place for the supervision of staff on a termly basis. These are a supportive process to support coaching and training for the practitioner as well as promoting the interest of the children. Opportunities are provided for staff to discuss any issues and identify any solutions to these issues as well as the opportunity to improve personal effectiveness.

Whistleblowing

All staff are aware of our settings whistleblowing procedures and feel able to raise concerns about poor or unsafe practice. It is clear that such concerns will be taken seriously by the senior leadership team.

Appendix A - List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found? https://wlp.education/about/policies/
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 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
Procedure for dealing with child absences	See Attendance and Punctuality policy

Appendix B - The Early Learning Goal Descriptors

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitising (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

Appendix C - Safer Eating requirements for group and school-based providers (Effective from 1st September 2025)

3.63 Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate for a full course consistent with the criteria set out in Annex A.

3.64 Before a child is admitted to the setting the provider must obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information must be shared by the provider with all staff involved in the preparing and handling of food. At each mealtime and snack time providers must be clear about who is responsible for checking that the food being provided meets all the requirements for each child.

3.65 Providers must have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information must be kept up to date by the provider and shared with all staff. Providers should refer to the British Society for Allergy and Clinical Immunology (BSACI) allergy action plan. Providers must ensure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods which is sometimes called complementary feeding or weaning. Providers should refer to the NHS advice on food allergies: Food allergy - NHS (www.nhs.uk) and treatment of anaphylaxis: Anaphylaxis - NHS (www.nhs.uk).

3.66 Providers must have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions must not be made based on age. Providers must prepare food in a suitable way for each child's individual developmental needs, working with parents and/or carers to help children move on to the next stage at a pace right for the child. The NHS has some advice providers should refer to: Weaning - Start for Life - NHS (www.nhs.uk).

3.67 Providers must prepare food in a way to prevent choking. This guidance on food safety for young children: Food safety - Help for early years providers - GOV.UK (education.gov.uk) includes advice on food and drink to avoid, how to reduce the risk of choking and links to other useful resources for early years providers.

3.68 Babies and young children should be seated safely in a highchair or appropriately sized low chair while eating. Where possible there should be a designated eating space where distractions are minimised.

3.69 Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent, therefore, it is important for providers to be alert to when a child may be starting to choke. Where possible, providers should sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

3.70 When a child experiences a choking incident that requires intervention, providers should record details of where and how the child choked and ensure parents and/or carers are made aware. The records should be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns.