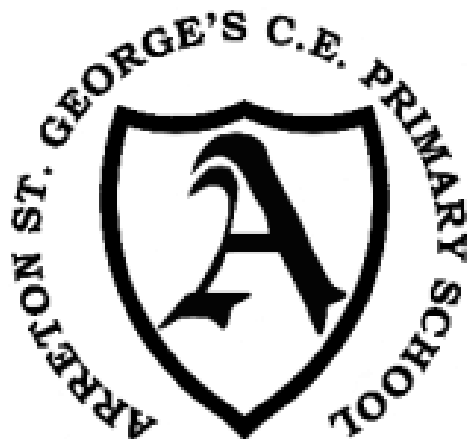




Arreton CE (Aided) Primary School

EYFS Policy (3.09)

Signed:

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Headteacher
January 2026

Signed:

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Chair of Governors
January 2026

Review Date: January 2028

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1. Aims

This policy sets out expectations based on requirements set out in the 2025 Statutory Framework for the Early Years Foundation Stage (EYFS). This document also complies with our funding agreement and articles of association.

We aim to:

- Provide a happy, safe, stimulating and challenging programme of learning and development for our children as they begin their journey at Arreton St George's.
- Prioritise the development of communication and language in early years, as this is fundamental to enabling children to access the rest of the curriculum.
- Support children to become confident communicators who express their needs, their thoughts and experiences.
- Support the development of early reading skills by providing a reading curriculum that aims for 'every child to be a reader' by the end of EYFS. Teachers and leaders prioritise this across the school to ensure consistent, rigorous delivery and fidelity to the Little Wandle Phonics programme.
- Construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life, ensuring a high quality experience for all children.
- Provide an inclusive learning environment that is sensitive to individual requirements of children and supports children with additional needs.
- Build strong parent partnerships by developing excellent relationships with parents and carers and helping them to support their children at home.

2. Roles and Responsibilities

The Headteacher has overall responsibility for the implementation of the Early Years Policy at Arreton. The Headteacher has overall responsibility for ensuring that the Early Years Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation. The Headteacher has responsibility for handling complaints regarding this policy as outlined in the school complaints policy.

The EYFS Lead (Mrs Emily McCarty) will be responsible for the day-to-day implementation and management of the Early Years Policy at Arreton St George's. Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Policy.

3.1 Welfare

"Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them." *Statutory Framework for the Early Years Foundation Stage, 2025*

Safety and security is of the highest priority at Arreton St George's and it is important that all children in our care are safe at all times. We follow the safeguarding and welfare requirements set out in the 2025 Statutory Framework for the Early Years Foundation Stage

(EYFS). The Early Years Leader completes frequent welfare checks. This is checked annually by the trust Director of Early Years.

We understand that we are legally required to comply with the welfare requirements, as stated in the reformed Early Years Foundation Stage Statutory Framework (2025), and are required to:

- Safeguard children
- Ensure the adults who have contact with children are suitable
- Promote good health
- Support and understand behaviour
- Maintain records, policies and procedures

3.2 Safeguarding

Safety is paramount at and there is a robust and effective Safeguarding and Child Protection Policy to ensure the children in our care are protected. Rigorous procedures are used to identify anyone at risk or harm of radicalisation and set out clear procedures for reporting concerns. The trust Intimate Care Policy sets out the expectations for how children who need this level of care are supported.

3.3 Health and Safety

The following general Health and Safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times.
- Children's dietary needs are acted upon.
- Snack is always supervised by an adult
- A paediatric first aid trained member of staff is in the EYFS setting at all times.
- Accidents are recorded on medical tracker and a text sent home, staff will always attempt to discuss the incident with parents either via phone call or in person.
- A fire and emergency evacuation procedure and policy are in place.

4. Values

Building on our values of Love, Hope and Courage we nurture resilient hearts and inspire minds filled with compassion and a hopeful spirit.

Children at Arreton feel inspired, supported and celebrated. Through our core Christian values of Love, Hope and Courage, we aim to create an environment where every child is nurtured, respected and empowered to make a positive difference to themselves and others.

Our values are integral to all our daily lives, how we teach and what our children learn. Within the context of a broad, inclusive framework, we are working together to develop a school where individuals can excel and flourish academically, socially and emotionally preparing them for life's journey.

Each person is uniquely valued for all of their gifts and potential, which we nurture and further develop. Every member of the school accepts the responsibility of caring for one another and for the wonderful world we have been given.

Through Collective Worship, hearing Bible stories, by example and behaviour, our children learn that our core values give richness and purpose to their own lives, and are the basis of our school as a Christian community.

5. Principles of EYFS

Our Foundation Stage provision reflects the four main principles of the EYFS:

- **A unique child** – developing resilient, capable, confident and self-assured individuals
- **Positive relationships** – supporting children in becoming strong and independent
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents / carers and the child
- **Learning and development** – an acknowledgement that children learn in different ways and at different rates

6. Intent

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. High-quality early learning alongside good parenting is the foundation children need to fulfil their potential.

The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the right foundation for good future progress through school and life.

The EYFS seeks to provide:

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

(Statutory framework for the early years foundation stage, DfE, 2025)

7.1 Implementation

Arreton St George’s recognises that every child is unique, and that each child develops at their own pace, in different ways. We support every child in being the best version of

themselves, growing in confidence and being proud of who they are. Children's learning behaviours and dispositions to learning are influenced by feedback and the environment around them. Encouragement, praise, rewards and celebrations are well embedded within our curriculum, to provide children with a sense of belonging, and self-achievement.

7.2 Curriculum

The Statutory Framework of the Early Years Foundation Stage (2025) outlines the Characteristics of Effective Teaching and Learning (CoETL) and the 7 areas of learning and development. The CoETL are organised into three primary strands and are essential components towards children becoming self-regulated learners. 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.

There are 17 aspect areas (early learning goals) within 7 curriculum areas of development. These are divided into Prime and Specific areas of learning as follows:

The "prime" areas of learning and development are:

- Communication and language
- Physical development
- Personal, social and emotional development

Communication and language underpins all areas of learning within our early years curriculum and continues to be developed within our provision, teaching, learning and planning methods. 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. Planned learning supports the progress and development of listening and speaking, enabling children to process information into thinking and understanding. Children practise their physical skills alongside developing social skills, which supports greater independence and higher levels of confidence.

The "specific" areas of learning and development are:

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

The 4 specific areas of learning provide a context for development and reflect cultural knowledge and accumulated understanding. They are dependent on learning in the Prime areas. Our continuous provision demonstrates a strong emphasis upon supporting children's understanding of the world along with enabling them to express themselves imaginatively

and creatively, using art and design. New learning and topics are adapted to reflect the needs of the children and their interests.

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as the children grow in confidence and ability within the three prime areas. Learning and development is implemented through a mix of adult-led and child-initiated activity and play and is reactive to the child's lead.

Play is central to learning and development in the EYFS and we therefore do not make a distinction between work and play. A challenge system is planned for in Reception based on the children's interests and next steps. This promotes independence and allows staff to make judgements on learning that has become embedded during playful interactions.

Planning is informed by the latest, most accurate and up to date assessments of the children and is linked to children's interests to achieve high engagement.

7.3 Teaching and Learning in EYFS

Early Years practice demonstrates a balance between play and more formal teaching guided by an adult.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities, to help children prepare for more formal learning, ready for year 1.

Staff interactions with children during planned and child-initiated play, provides rich opportunities for communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

Staff understand that play is about much more than content, but helps to build flexible minds and an enquiring spirit. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive and nurturing interactions. They take into account the equipment provided and the attention to the physical environment as well as the structure and routines of the day that establish expectations.

Staff understand that teaching is in every activity provided within all of the learning environments. There are no activities that occur in the setting which adults do not consider to be opportunities for teaching. While staff do not always know where these opportunities will present themselves, it is the skill of the adults that enable them to readily recognise the 'teachable moments' when they arise and respond to them appropriately.

7.4 Positive Relationships

At Arreton, we recognise that in order for children to flourish in all aspects of the curriculum, they need a strong foundation in the three prime areas: Communication and Language, Personal, Social and Emotional and Physical Development.

These prime areas unlock access to the wider curriculum, and allow growth within the specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Within our Early Years Foundation Stage, we teach and support the development of metacognition, resilience and self motivation, based around the Characteristics of Effective Teaching and Learning. These encourage pupils to develop caring, respectful, supportive and kind relationships with others. Adults promote positive relationships at all times and sensitively interact with children to enable them to develop successful relationships with peers and staff.

7.5 Parent and Carer Partnerships

The Early Years Foundation Setting cannot function without the enduring support of parents and carers. We recognise that as parent, you are the child's primary educator and we recognise this important role through regular engagement including:

- Home visits are offered for all children new to setting
- Regular parent consultation appointments with your child's key worker
- Parents stay and play workshops, including SEND, mental health and community workshops
- A robust and detailed transition process which values the information received from parents/carers to support children settling into nursery/reception.
- Asking parents to sign permission slips for visits out of school, use of photographs of their child for display/assessment purposes and using the internet at school.
- Having an open door policy to enable parents to come and speak with teachers, should they have any concerns.
- Events and activities throughout the year which bring together children, parents and the school.
- Annual written report to parents in the summer term.

7.6 Enabling Environments

The classroom is organised in such a way that children can explore and learn in a safe, secure and stimulating environment. Equipment and resources are labelled and easily accessible and can be located and used independently by children. The enclosed outdoor area is valued equally to the indoor learning environment and provides opportunities for children to learn in a different way in a safe and secure space. Activities are planned throughout both learning environments to help the children develop in all areas of learning.

8.1 Impact

Regular and ongoing assessment and professional dialogue between staff enables children to meet high expectations and show consistent high rates of accelerated progress from their starting points. Children develop at their own pace and impact is evident across all areas of learning. There are robust assessment procedures outlined below to measure impact.

8.2 Assessment

Ongoing assessment is an integral part of the learning and development processes within the early years. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Assessments do not entail prolonged breaks from interaction with children. When assessing an individual child's level of development, practitioners draw on their knowledge of the child and their own expert professional judgement. Practitioners also take into account observations shared by parents and/or carers.

The Reception Baseline Assessment (RBA), became statutory in schools in September 2021. It is a short, task-based assessment of pupils' starting points in Language, Communication and Literacy and Mathematics. It is not used to label or track individual pupils. Schools are required to carry out the assessment within the first six weeks of pupils starting Reception. Data will only be used at the end of Year 6, to form the school-level progress measure, however teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

Assessment in EYFS takes the following forms;

- Baseline assessment (RBA) in the first 4 weeks of the autumn term of Reception.
- Speech and language screening tools e.g. WellComm, to provide tailored next steps when supporting communication and language skills.
- Observations of children in continuous provision and records of adult-led activities to form the child's learning journey.
- Summative judgements against progression documents via the SIMS assessment system.
- End of year EYFS Profile judgements at the end of Reception, which summarise pupils' progress against the Early Learning Goals.
- Tapestry App to record home and school learning opportunities.

8.3 Moderation

Moderation takes place throughout the year to ensure accuracy and validity. We recognise the importance of moderation, ensuring that assessments and judgments are accurate and valid. To this end, we carry out the following:

- Regular meetings to discuss observations and judgments
- Effective use of the exemplification materials.
- Attendance at whole school moderation meetings.
- Complying with LA moderation visits
- Shared observations within the setting
- Shared observations with Reception/Year 1 teachers

8.4 Evidence Gathering

At Arreton St George's we use a range of ways to evidence and showcase work. These include; observations, photographs, pupil voice and pupil work. We engage with families regularly through social media Class Dojo and Tapestry. We hold regular open afternoons and parents' meetings.

9. Transition

Leaders at Arreton understand that transitions are landmark events for children that impact on their emotional and academic development. Transition can be an exciting time of change and new opportunity for children. However, we also recognise that they can be times of uncertainty where surroundings, expectations and procedures are different. Leaders place importance on getting transition right for every child and work hard to ensure this is a process that involves children, practitioners and parents together.

On entry to EYFS, our team works tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the skills needed for their journey through school. Using the characteristics of effective learning, staff ensure school is a positive place where resilience, perseverance and successes are celebrated and every child feels valued and respected.

Towards the end of Reception, children are encouraged to become more independent in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in EYFS working together as teams to develop expertise and confidence in all teaching staff.

Transition pathways

The following process is in place to ensure children's successful transition to Reception class:

1. Parents are invited to attend Stay and Play sessions throughout the school year prior to their child starting in September.
2. Reception staff offer home visits to all children new to setting.
3. In the admissions pack, parents are asked to complete an 'All About Me' information sheet prior to their child starting school in September. A road to school map is also included to help parents to support their child to be 'school ready' during the summer.

10. Linked Policies

This policy should be read in conjunction with other school and trust policies, most notably:

- Safeguarding and Child Protection Policy
- Intimate Care Policy
- Online Safety Policy
- Behaviour Policy
- Attendance Policy
- Positive Handling Policy
- Supporting Pupils with Medical Needs
- SEND policy
- Health & Safety Policy
- First Aid Policy