Brown's C of E Primary School

Every Child Matters

POLICY

For

EYFS 2026-2027

'I But God has combined the members of the body ….so that there should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it'
(1 Corinthians 12:24-26)

Policy Co-ordinator: Executive Headteacher/Head of School
Original Policy Dated: September 2021
Reviewed Policy Date: September 2026
Presented to Academy Committee: October 2026

Caring. Learning. Enjoying. Achieving. All within the love of God

Vision and Ethos

At Brown's C of E Primary School, we believe that every child is a unique individual, created and loved by God. We are committed to providing a safe, nurturing and stimulating environment where children can flourish academically, socially, emotionally, physically and spiritually.

We recognise that the early years are crucial in laying the foundations for future learning, behaviour and wellbeing. We strive to ensure that every child develops confidence, resilience, independence and a lifelong love of learning.

Our vision reflects our school values:

Caring. Learning. Enjoying. Achieving. All within the love of God.

Aims

We aim to:

- Provide a safe, secure and inclusive learning environment.
- Promote the welfare and safeguarding of every child.
- Support children to become confident, independent learners.
- Foster positive relationships between home and school.
- Ensure all children make good progress from their starting points.
- Develop children's communication and language skills.
- Promote curiosity, creativity and critical thinking.
- Encourage children to develop respect for themselves, others and the world around them.
- Enable children to achieve the Early Learning Goals and be ready for the next stage of education.

Statutory Framework

This policy is based upon the **Early Years Foundation Stage Statutory Framework (September 2026)** and should be read alongside the school's:

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- Attendance Policy
- Health and Safety Policy
- Intimate Care Policy
- First Aid Policy
- Administration of Medicines Policy
- Equalities Policy
- Online Safety Policy

The EYFS applies to children from birth to the end of the Reception Year.

Following the closure of the school's nursery provision, Brown's C of E Primary School provides EYFS education through Reception classes.

The EYFS framework sets standards for:

- Learning and Development
- Assessment
- Safeguarding and Welfare Requirements

These statutory requirements underpin all practice within the EYFS.

The Four Principles of the EYFS

A Unique Child

We recognise that every child is a competent learner who develops at their own rate.

We:

- Value each child's individuality.
- Build upon children's prior experiences and interests.
- Promote self-confidence and resilience.
- Support children to understand and manage feelings.
- Recognise and celebrate diversity.
- Provide ambitious opportunities for all children.

Staff observe children carefully and plan learning experiences that respond to individual needs and next steps.

Positive Relationships

We recognise that children learn best through secure and positive relationships.

We aim to:

- Build strong relationships with children and their families.
- Promote trust, respect and kindness.
- Develop children's independence and confidence.
- Work closely with external agencies where required.

All adults model positive relationships and provide a caring environment where children feel valued and heard.

Parents as Partners

We recognise parents and carers as children's first and most important educators.

We work in partnership through:

- Home visits and transition meetings where appropriate.
- Parent information meetings.

- Regular communication through school systems.
- Learning journey contributions.
- Parent consultations.
- End of year written reports.
- Collaborative support for children's next steps.

Parents are encouraged to share achievements and concerns so that learning can be supported consistently between home and school.

Enabling Environments

We provide a stimulating environment which supports children's learning and development.

The environment:

- Promotes independence.
- Encourages exploration and investigation.
- Supports communication and collaboration.
- Provides opportunities for challenge.
- Reflects children's interests and cultures.
- Enables continuous provision indoors and outdoors.

Learning opportunities are regularly reviewed to ensure they remain engaging and purposeful.

Learning and Development

The EYFS curriculum is delivered through a balance of:

- Adult-directed learning
- Adult-guided learning
- Child-initiated play

Planning is based upon the educational programmes within the EYFS Statutory Framework and informed by children's interests, observations and developmental needs.

Prime Areas

Communication and Language

Children develop skills in:

- Listening
- Attention
- Understanding
- Speaking

Personal, Social and Emotional Development

Children develop:

- Self-regulation
- Managing self
- Building relationships

Physical Development

Children develop:

- Gross motor skills
- Fine motor skills
- Health awareness
- Physical confidence

Specific Areas

Literacy

Children learn to:

- Read with increasing confidence
- Develop phonological awareness
- Write for a range of purposes

Systematic synthetic phonics is taught in line with the school's chosen programme.

Mathematics

Children develop:

- Number sense
- Numerical fluency
- Pattern recognition
- Spatial reasoning

Understanding the World

Children learn about:

- People and communities
- The natural world
- Technology
- Past and present

Expressive Arts and Design

Children develop creativity through:

- Art
- Music
- Role play
- Design
- Imaginative exploration

Characteristics of Effective Teaching and Learning

We support children to become effective learners through the EYFS Characteristics of Effective Teaching and Learning:

Playing and Exploring

Children investigate, experience and "have a go".

Active Learning

Children remain engaged, motivated and resilient.

Creating and Thinking Critically

Children develop ideas, solve problems and make connections in their learning.

Staff observe and assess these characteristics as part of ongoing practice and use them to inform planning.

Assessment

Assessment is an integral part of teaching and learning.

Staff use:

- Daily observations
- Professional discussions
- Children's work
- Planned assessment opportunities
- Parent contributions

Assessment information is used to:

- Identify strengths
- Recognise next steps
- Adapt teaching
- Plan appropriate interventions

Reception Baseline Assessment

Children in Reception complete the statutory Reception Baseline Assessment in line with Department for Education requirements.

Early Years Foundation Stage Profile

At the end of Reception, practitioners complete the EYFS Profile assessment against the Early Learning Goals and share outcomes with parents and Year 1 staff.

Special Educational Needs and Disabilities (SEND)

Brown's C of E Primary School is committed to inclusive practice.

We:

- Identify needs early.
- Work alongside parents and carers.
- Follow the SEND Code of Practice.
- Use the graduated approach: Assess, Plan, Do, Review.
- Work collaboratively with the SENCO and external agencies.
- Ensure all children can access a broad and balanced curriculum.

Reasonable adjustments are made to ensure equality of opportunity for all children.

Equality, Diversity and Inclusion

All children are entitled to equal access to learning regardless of:

- Gender
- Ethnicity
- Religion or belief
- Disability
- Family circumstance
- Culture
- Language

We actively promote inclusion, celebrate diversity and challenge discrimination.

Safeguarding and Welfare

Safeguarding is everyone's responsibility.

The welfare of children is paramount and all staff adhere to the school's safeguarding procedures.

The school ensures:

- Appropriate safer recruitment procedures.
- Enhanced DBS checks for relevant staff.
- Staff suitability checks.
- Effective safeguarding training.
- Designated Safeguarding Lead arrangements.

- Clear whistleblowing procedures.
- Secure recording and reporting systems.
- Appropriate staff supervision and support.

Concerns regarding a child are reported immediately in accordance with the school's Child Protection Policy.

Attendance and Absence

Good attendance is essential to children's learning and wellbeing.

The school:

- Monitors attendance regularly.
- Follows up unexplained absences promptly.
- Works with families to improve attendance where required.
- Takes appropriate action where safeguarding concerns arise.

Health, Safety and First Aid

We maintain a safe and secure environment through:

- Regular risk assessments.
- Daily safety checks.
- Health and safety procedures.
- Safe management of medicines.
- Appropriate supervision ratios.
- Qualified first aid provision.

Accidents and incidents are recorded and reported according to statutory requirements.

Intimate Care and Toileting

Children's dignity, privacy and wellbeing are respected at all times.

Staff follow the school's Intimate Care Policy and ensure:

- Appropriate supervision.
- Respect for privacy.
- Safeguarding considerations.
- Partnership with parents.

Food, Nutrition and Safer Eating

We promote healthy lifestyles and safe eating practices.

Staff:

- Supervise eating appropriately.

- Consider dietary requirements.
- Manage allergies safely.
- Promote healthy choices and independence.

Online Safety and Screen Use

Technology is used purposefully to enhance learning.

Children are taught age-appropriate online safety behaviours and staff consider children's screen use in line with statutory guidance.

Outdoor Learning

Children have regular access to high-quality outdoor learning opportunities.

Outdoor learning supports:

- Physical development
- Communication and language
- Problem solving
- Exploration
- Creativity
- Wellbeing

Transition

Successful transitions are carefully planned.

This includes:

Transition into Reception

- Visits and induction opportunities.
- Information sharing with previous settings.
- Meetings with families.

Transition into Year 1

- Children will remain in the same room in their transition into Year 1 due to mixed age classes.

Monitoring and Review

The Head of School, Executive Headteacher and EYFS staff will monitor the implementation of this policy through:

- Learning walks
- Observations
- Assessment reviews

- Safeguarding monitoring
- Curriculum evaluation

The policy will be reviewed annually or sooner if changes to statutory guidance require amendment.