



# Earl Sterndale CofE Primary School

## EYFS Policy

<b>Review Date</b>	<b>Changes Required</b>	<b>Name &amp; Position</b>
January 2025	New Policy created-aligned with OFSTED Framework (2025) & KCSIE (2025)	Sarah Humpleby Headteacher

# Vision

At Earl C of E Sterndale Primary School, our Early Years provision offers a nurturing, ambitious and inclusive start to school life. We are a small rural school rooted in community values, where relationships, play, language and emotional security form the foundation of learning. Our ethos—**“Making Good Decisions Together”**—guides everything we do.

We believe that all children are:

- **Competent learners** from birth
  - **Unique individuals** who thrive when they feel safe, valued and understood
  - **Curious explorers** who learn best through high-quality play and first-hand experiences
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## Statutory Framework & Core Guidance

Our EYFS practice meets the requirements of:

- The **EYFS Statutory Framework** (September 2025)
- **Keeping Children Safe in Education (KCSIE) 2025**
- **Working Together to Safeguard Children (2023)**
- Non-statutory guidance including **Development Matters**

We ensure our EYFS maintains compliance without unnecessary workload, keeping documentation purposeful and proportionate.

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## Principles of Effective Early Years Practice

We are guided by principles that underpin high-quality EYFS education:

### A Unique Child

Every child can be resilient, capable and self-assured when supported with sensitive care, appropriate challenge and secure relationships.

### Positive Relationships

Warm, respectful and responsive interactions—between children, staff, parents and the wider community—drive learning and wellbeing.

### Enabling Environments

Our indoor and outdoor spaces are thoughtfully designed to inspire curiosity, independence, collaboration and creativity.

## Learning & Development

Young children learn through play, exploration, active engagement and critical thinking. Their learning journeys are developmental, not linear, and progress is celebrated in depth as well as breadth.

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## Aims

Our EYFS aims to ensure children:

- Develop **emotionally, socially, physically and cognitively**
  - Communicate confidently and listen attentively
  - Build early reading, phonics and mathematical foundations
  - Form positive relationships and secure attachments
  - Become independent, resilient and enthusiastic learners
  - Experience a curriculum rich in play, purpose, language and outdoor learning
  - Feel physically comfortable, safe and respected
  - Benefit from strong partnerships between home and school
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## Curriculum & Pedagogy

### Curriculum

We deliver a broad, ambitious curriculum that meets all statutory Early Learning Goals and is tailored to our rural context and mixed-age structure. The curriculum prioritises:

- **Prime Areas:**  
Communication & Language, Physical Development, Personal, Social & Emotional Development
- **Specific Areas:**  
Literacy, Mathematics, Understanding the World, Expressive Arts & Design

All learning is rooted in purposeful play, quality interactions and well-planned continuous provision.

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### How Children Learn

We embed the Characteristics of Effective Teaching and Learning:

- **Playing and exploring** (engagement)
- **Active learning** (motivation)
- **Creating and thinking critically** (thinking)

Children learn through:

- Rich continuous provision
  - Skilled adult modelling and interactions
  - Guided learning sessions where appropriate
  - Outdoor exploration daily
  - Opportunities for independence, collaboration and problem-solving
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## Early Reading & Phonics

We follow **Little Wandle Letters and Sounds Revised** as our SSP programme.

- Daily phonics sessions begin from Week 1 of Reception.
  - Books taken home match the taught grapheme–phoneme correspondences.
  - Daily story, poem and rhyme times strengthen language and cultural capital.
  - Parent information supports Little Wandle routines and home practice.
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## Inclusion, SEND & Equity

We are an inclusive school committed to early identification, high expectations and removing barriers to learning.

- The **named SENCO is Sarah Humpleby**.
  - We implement the graduated approach (assess–plan–do–review).
  - We work closely with families and external agencies when needed.
  - Adaptations are proactively made to the curriculum, environment and routines.
  - All children access, participate in and succeed in our EYFS provision.
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## Safeguarding & Welfare

Safeguarding is embedded in everything we do. EYFS practice aligns with school safeguarding policies, including child protection, safer recruitment, online safety, attendance and health and safety.

Key commitments include:

- All EYFS staff read and understand **KCSIE Part 1**
  - Safer recruitment, including obtaining references and suitability checks
  - Robust procedures for monitoring attendance and following up absence
  - Supervision, training and regular updates for staff
  - Paediatric First Aid trained staff always available
  - Updated procedures for safer eating, privacy in toileting, whistleblowing and staff conduct
  - A strong culture of openness, accountability and professional curiosity
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## Physical Comfort, Safe Touch & Intimate Care

We recognise that **appropriate, child-led physical comfort** is often beneficial and developmentally appropriate.

### Everyday comfort (appropriate and normal):

- A brief hug when a child seeks comfort
- Holding hands on a walk, during transitions or when upset
- Sitting close to share a story
- Gentle guidance to support safety

These interactions must always be:

- Child-led or consent-aware
- Time-limited
- Proportionate
- Respectful of boundaries and cultural considerations

### Intimate Care

- Managed sensitively following the school's Intimate Care Policy
- Carried out with respect for privacy and dignity
- Logged appropriately
- Explained clearly to the child at each step

### Physical Intervention (last resort)

Used only to prevent injury, serious damage, crime or significant disruption.

- Minimum force, shortest time, restore dignity immediately
- Recorded and reported to parents

- Reviewed and monitored by DSL/SENCO
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## Partnership with Parents & Carers

Parents are children's first educators. We work in close partnership through:

- An open-door approach
- Stay & Play sessions
- Little Wandle parent workshops
- Curriculum updates and termly learning information
- Regular, warm, informal communication
- Consultation meetings and written reports

We support parents to engage in story, play, language and early maths at home.

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## Organisation & Transition

### Induction

We have strong relationships with **Flagg Nursery**, our main feeder setting, and other local providers.

Our transition process includes:

- Visits to Flagg Nursery and other early years settings
- Play-based induction sessions at school (morning, afternoon and lunch visits)
- Parent welcome meetings
- Opportunities to meet key staff and explore the EYFS environment
- Warm, gradual introduction to whole-school routines such as assemblies and playtimes

### Mixed-Age Structure

Our EYFS children learn alongside Key Stage 1, benefiting from:

- Consistent relationships with the same teacher over multiple years
  - Smooth transition into Year 1
  - Older children as positive role models
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# Assessment

## Reception Baseline Assessment (RBA)

Completed within the first six weeks of school using the statutory digital assessment process (practitioner device + pupil touchscreen device).

## Ongoing Assessment

- Embedded into daily practice
- Focused on what children can do and what they need next
- Not excessive or data-heavy

## EYFS Profile (EYFSP)

Completed in the final summer term and shared with parents and Year 1 teachers. Data is submitted to the Local Authority as required.

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# Behaviour, Routines & Pastoral Care

We prioritise emotional safety, consistency and high expectations.

Children learn to:

- Follow simple routines
- Care for themselves and each other
- Build friendships and communicate feelings
- Demonstrate pro-social behaviour

Self-regulation is taught through co-regulation, modelled language, positive reinforcement and nurturing relationships.

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# Environment, Health & Nutrition

Our learning environment:

- Is accessible, stimulating and well-organised
- Supports independence and wellbeing
- Includes outdoor learning every day in all seasons
- Features calm, cosy spaces for emotional regulation

We follow national nutrition guidance to ensure snacks and meals are healthy, balanced and nutritious.

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## Roles & Responsibilities

- **Headteacher / DSL:** overall leadership and safeguarding
  - **SENCO: Sarah Humpleby**
  - **All Staff:** uphold safeguarding duties, statutory expectations and this policy
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## Monitoring & Evaluation

We continually evaluate our provision through:

- Review of curriculum implementation and environment
- Safeguarding and welfare audits
- Moderation and assessment reviews
- Analysis of children's engagement and progress
- Feedback from parents, staff and children

Findings inform our School Development Plan and continuous improvement.

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## Policy Availability

This policy is available:

- On the school website
- From the school office upon request
- As part of staff induction
- In formats accessible to families as needed