



## **Barton Church of England (Voluntary Aided) Primary School**

### **Early Years Foundation Stage Policy**

#### **Matthew 7:12 'Do to others, whatever you would like them to do to you'**

At Barton Primary School our vision is to engage and inspire pupils to become creative and independent thinkers, evidencing a love for learning and a thirst for knowledge. We aspire to promote the skills needed to persevere with learning challenges and the curiosity to enquire further. Our Christian ethos and school values focus on developing children's moral, spiritual, social and cultural understanding so that they can achieve their full potential. These are woven, like a golden thread, into every aspect of school life.

With God's help, our Christian vision binds us together from the moment of arrival at our school, until the day of departure. All members of the Barton School community are bathed in and supported by our Christian ethos: implicitly in our core values and personal relationships; explicitly in the Religious and Worldviews Education, Collective Worship, PSHE and Spiritual, Moral, Social and Cultural development opportunities specifically and our whole curriculum more widely.

We base this vision on the parable of The Sower (Matthew 13 Vs 1-23) which supports us to make good choices so that we can grow and flourish in our learning and in our relationships. With this in mind, this policy outlines the purpose, nature and management of behaviour in our school.

#### **Statement of intent**

At Barton we recognise and value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

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This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy we will provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2023) 'Working Together to Safeguard Children 2023'

This policy operates in conjunction with the following school policies:

- Early Years Assessment Policy
- Early Years Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Photography and Images Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Whole-school Food Policy
- Health and Safety Policy

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- Fire Safety Policy
- Staff Drug and Alcohol Policy
- Safer Recruitment Policy
- Data Protection Policy

## **ROLES AND RESPONSIBILITIES**

### **The governing board will be responsible for:**

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the '[Early years foundation stage \(EYFS\) statutory framework](#)' in line with statutory requirements.

### **The headteacher will be responsible for:**

- Acting in accordance with the '[Headteachers' standards](#)' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

### **The EYFS lead will be responsible for:**

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.

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- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the ‘Early years foundation stage [\(EYFS\) statutory framework](#)’.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children’s independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child’s progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development.
- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents.
- Helping families with more specialist support, where required.

**All teaching staff will be responsible for:**

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
  - The DfE’s current ‘Early years foundation stage [\(EYFS\) statutory framework](#)’ and the requirements therein.
  - The DfE’s current ‘[Early years foundation stage profile handbook](#)’
- Using formative and summative assessments to assess, monitor and report on children’s progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

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## **Positive Relationships with parents / carers**

At Barton we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and with their families.

We recognise that parents/carers are children's first and most enduring educators and we value being in close partnership with them through their child's education journey here at Barton. We seek to partner with parents through:

- Developing strong links with our neighbouring playgroups ensuring engaging relationships with parents
- Inviting all parents 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 supporting learning at home.
- Arranging, where possible, visits by the teacher to all children in their homes prior to them starting school.
- Providing a school home pack to all parents containing information about starting at Barton CofE Primary School.
- Offering parents/carers and children the opportunity to spend time in Robin Class before starting school 'Stay and Play' sessions.
- Holding a parent consultation early in the academic year to establish how their child is settling into the school environment and then another in the Spring term to discuss their child's progress and next steps.
- Encouraging parents to contribute observations from home through our online Learning Journey system, See-Saw.
- Providing parents with a written report on their child's attainment and progress at the end of each school year.
- Operating an open door policy for parents/carers with any queries or concerns. Likewise, if staff have concerns about the progress of individual children, they will approach parents and carers to discuss them.
- Sharing our approach to teaching Reading and Phonics. Inviting parents to attend informal meetings about areas of the curriculum, such as phonics, reading or maths.

## LEARNING AND DEVELOPMENT

In partnership with parents, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.

### Principles

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The majority of our children join the Reception class in the September following their fourth birthday.

#### The EYFS is based upon four principles:

- **A unique child:** At Barton we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships:** At Barton we recognise that children learn from secure relationships how to be strong and independent and we aim to develop caring, respectful and professional relationships with the children in our care and their families.
- **Enabling environments:** At Barton we recognise that the environment plays a key role in supporting and extending children's development. Through observations we assess children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- **Learning and development:** At Barton we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The Foundation Stage class is organised to allow children to explore and learn securely and safely, allowing children time and freedom to become deeply involved in their activities and their learning. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently. We greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

## Curriculum planning

Provision and practice within the early years will be centred around the requirements of the DfE's 'Early years foundation stage statutory framework'. See below for more details.

The EYFS framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas'.

**Prime areas** – defined as the areas that are particularly important for building a curiosity and enthusiasm for learning, forming relationships, and thriving:

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

**Specific areas** – defined as the areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

The school will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

When planning the early years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

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- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Year 1.

When organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the;

### **Three Characteristics of Effective Learning in the EYFS:**

- **Playing and exploring**

Children will have opportunities to investigate and experience things, and ‘have a go’.

*‘Children’s play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and at their highest level. Play with peers is important for children’s development.’*

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- **Active learning**

Children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

*‘Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.’*

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- **Creating and thinking critically**

We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

*“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”*

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

(Statutory Framework, 2023. 1.15)

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## THE LEARNING ENVIRONMENT

At Barton CofE Primary School we recognise that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

For outdoor play, waterproof clothing is made available for all children at school, which they put on themselves in order to access messy activities such as the mud kitchen. The adult outside will be modelling and extending play or observing children, being mindful of the safety at all times. Children are also involved in their own monitoring of safety outside and are encouraged to identify possible risks, ensuring they keep their learning environment safe, such as when they use the building blocks. The children in EYFS will also have access to the wider school grounds, such as the nature area, garden and the large play equipment.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including: sand and water tray, mud kitchen, building opportunities etc. etc. whilst also facilitating areas where pupils can find quiet and rest.

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

### **Observation, Assessment and Planning**

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements and interests. Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Staff will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child.

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Teachers use the objectives from the Development Matters Statements from the Early Years Foundation Stage document to support planning. The planning is based upon themes with discrete phonics, maths and reading directed teaching.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities and attainment against the 17 Early Learning Goals (ELGs), and their readiness for Year 1.

Each child has their own online Learning Journey on "Seesaw" which is a story of their learning throughout their first year at school. This journal is shared with the parents and/or carers of each child and is created in collaboration with the families. Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

When undertaking assessment activities, all staff members will have due regard to the school's Early Years Assessment Policy, any advice from the LA, and the 'Early Years Foundation Stage Profile Handbook' and the 'Assessment and Reporting Arrangements' (ARA) for that year.

## **INCLUSION**

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENDCo.

## **SAFEGUARDING AND WELFARE**

*'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.'*

*(Statutory Framework for EYFS 2014)*

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The school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory Framework for the Early Years Foundation Stage' to:

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

See School Safeguarding and Child Protection Policy

### **Child Protection**

Staff will be alert to any issues of concern in the child's life at home or elsewhere. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training.

The DSL is Mrs. Julie Martin, Head Teacher. The deputy DSL is Sandra Adderly.

The DSL will be responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Where there are concerns about a child's safety or welfare the school will:

- Immediately notify the LA's children's social care team and, in emergencies, the police.
- Have regard to the DfE's statutory guidance 'Working Together to Safeguard Children', the 'Prevent duty for England and Wales' and 'KCSIE'.
- Inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises and the action they have taken in response to the allegations. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

## Health and Safety

**In line with the EYFS Statutory Framework 2012, at Barton CofE Primary School we ensure;**

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date.
- Fresh drinking water and healthy snacks are available at all times
- Children's dietary needs are recorded and acted upon when required
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see First Aid policy).
- EYFS staff are paediatric first aid trained.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- All staff, regular helpers and volunteers have DBS checks.

## Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith global society.

## British Values

The children in EYFS talk about British Values during circle times. Regular opportunities are provided for voting on ideas to understand democracy. Daily discussions following on from independent learning, regularly address mutual respect and individual liberty. The characteristics of effective learning form the basis for these discussions.

## Monitoring and Review

It is the responsibility of those working in EYFS to follow the principles stated in this policy. The Head Teacher, SLT and Link Governor will carry out monitoring visits in EYFS as part of the whole school monitoring schedule.

This policy will be reviewed Spring 2026.

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