



Early Years Policy 2025

DATE	REVIEW DATE	COORDINATOR	NOMINATED GOVERNOR
February 2025	February 2026	Emma Gilbert/ Hannah Chudasama	Dave Madden

Baydon St Nicholas Church of England Primary school is a Voluntary Controlled Primary School catering for children between the ages of 4 and 11 years. The school prides itself on being a church school with 3 specific values: Respect, Kindness and Perseverance.

1. Aims

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

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At Baydon ST Nicholas CE Primary School, children join the Reception Class in the year that they turn five.

Children will all attend on a full-time basis from the start of the year. There were visits arranged in the summer term prior to the children starting for induction. The lead teacher for the class will also meet 1:1 with all parents prior to starting and visit pre-school settings where appropriate.

In partnership with parents and carers we support the children in their learning journey through a rich variety of skills and experiences that provide the right foundations for outstanding progress through school and in life.

The EYFS is based upon these principles:

A unique child – developing resilient, capable, confident, self-assured and excited learners.

Positive relationships – supporting the children in becoming curious 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 developing – an acknowledgement that the children learn in different ways and at different rates by understanding the Characteristics of Effective Teaching and Learning i.e. Playing and Exploring, Active Learning and Creating and Critical Thinking.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

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

Broad areas of learning will be planned through observations and discussions with the children and a 'topic' will only last as long as the children are interested in it. There will be teacher directed activities where practitioners will teach skills and concepts (including supporting the development of skills and concepts to future learning within the national curriculum), teacher led activities where practitioners will support and embed prior learning together with child initiated and child led activities where the children choose the activities that enable them to develop, scaffold and embed learning with their peers and are supported appropriately by practitioners. Some deviations from the topics will occur as these will link to significant events or interests. (e.g. religious festivals, snowy weather or a child finding a nest on the way to school, a child's achievements etc) and this is expected and celebrated.

We also look at the Characteristics of Effective Teaching and Learning (CoETL). This gives us time to reflect and how and at what rate the children learn. By doing this we can adjust the provision to ensure that all children are experiencing purposeful and appropriate experiences and interactions with adults. These CoETL are:

- Playing and Exploring
- Active Learning
- Creating and Critical Thinking

4.1 Planning

Our staff plan activities and experiences for children 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 relevant services from other agencies, where appropriate.

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

4.2 Teaching

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 interests, guiding their development through warm, positive interaction.

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.

5. Assessment

At Baydon St Nicholas, ongoing assessment is an integral part of 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. Staff also take into account observations shared by parents and/or carers.

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

At the **end of the 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 in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's 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. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents evenings are offered three times during the year. In addition to the meetings we operate a open-door system where parents can approach the teacher at the beginning and end of day for support and information. Using Classdojo parents have a window into the classroom via the class story. At the end of reception parents are provided with a written report of progress and attainment against the Early Learning Goals.

The class teacher helps to ensure that their learning and care is tailored to meet their needs. Staff support parents and/or carers in guiding their child's development at home. The teacher and school SENCO (Mrs Gilbert) also help families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over we comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. PFA certificates are renewed every 3 years as required.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved every year. At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
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