

# Terling C of E (Aided) Primary School



## Early Years Foundation Stage Policy

Flourish and Shine in all that we do  
"Those who are wise will shine like the brightness of heavens"  
Daniel 12:3

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Headteacher Signature:	<i>F Sapiano</i>	Date: 5/01/2026
Chair of Governors Signature:	<i>L Curtis</i>	Date: 5/01/2026

## **Early Years Foundation Stage Policy**

'Flourish and shine in all that we do' and the gifts of **courage, trust, respect and truthfulness** are the values of Terling Church of England Primary School. We aim to weave these through our EYFS curriculum.

*'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. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'*

***"Statutory Framework for the Early Years Foundation Stage",  
Department for Education, 2025***

### **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and 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

At Terling Church of England Primary School, we are dedicated to providing a high-quality Early Years Foundation stage (EYFS) education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the standards set in the Statutory Framework for the Early Years Foundation Stage. (EYFS Statutory Framework 2024).

Development matters (revised 2023) sets out the following seven key features of effective practice in the EYFS:

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self- regulation and executive function
7. Partnership with parents

### **Legislation**

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

## Structure of the EYFS

The Early Years Foundation Stage at Terling consists of one Reception class with 15 spaces.

## 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 we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

Our provision and planning is focused on children's current needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

## The Characteristics of Effective Learning

At Terling Church of England Primary, we consider the importance of 'how' children learn as well as 'what' children learn. The **Characteristics of Effective Learning** give children the tools they require to learn at the highest level. They ensure children develop as confident and capable learners. These effective learning behaviours are categorised under the following heading:

- **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

## Teaching and Learning

The adults play a key role in supporting learning through both adult-led and child-initiated learning contexts. Although we believe that a structured approach is effective for teaching children phonics, reading, writing and maths, we know that children need to consolidate focused learning through play and daily routines.

We appreciate that children can learn at their highest level when pursuing their own interests. Therefore, we also offer children opportunities to lead their own learning and consolidate key skills through play-based contexts. They are given time to explore, investigate, think, follow their own ideas, interact and reflect. We find during these times that children's well-being and involvement levels are high and throughout the EYFS children demonstrate increasing ability to self-regulate their behaviour and learning.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

## Home learning

We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents and/or carers.

Parents are expected to read the Little Wandle materials with their child daily. Parents should also be sharing a range of books and stories at home to promote a love of reading and support their children's development in communication and language. Sharing a book could involve reading to your child or taking a -my turn, your turn approach, encouraging children to read simple words and sentences aloud, using their current phonics knowledge.

As children progress through the Little Wandle phonics scheme, they will move onto reading an appropriate book which should be read with the child daily.

Children will be given weekly homework:

- Daily sharing a book, not necessarily a school reading book
- Phonic activities
- Maths activities
- Weekly preparation for show and tell

## Observation, Assessment and Planning

Ongoing observation and assessment is a central part of the learning and development process within EYFS. This involves all adults working with the children, knowing each individual child's level of achievement and interests, which then shapes the teaching and learning experiences for each child reflecting that knowledge. In all interactions with children, adults in the classroom respond to their own day-to-day observations about children's progress as well as reflecting on the observations that parents and carers share.

Assessment plays an important part in helping us to recognise the children's progress,

understand their needs, and plan provision and activities to support this. Some assessment information, such as mark making, writing, and elements of maths, is gathered in books.

The school uses the DfE baseline assessment materials to provide an on-entry assessment. This is supplemented with our own observations and assessment focused on children's phonological awareness. The information provides an ongoing record of achievement and shows progress across the child's time in Reception.

Assessment will be tracked using statements from Development Matters. These assessments provide an overview of children's attainment at four points throughout the year (On entry, autumn, spring and summer) providing the teacher with information to ensure planning is well-focused and well-pitched. This information is closely monitored to ensure that all children are making at least good progress from their baseline assessment at the beginning of the autumn term. Children's phonological awareness is assessed as they enter Reception and then half termly Little Wandle assessments are carried out.

At the end of the EYFS phase, all the gathered information will enable Reception teachers to assess each child's attainment against the 17 Early Learning Goals (as described in the EYFS Framework).

Early Learning Goals should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to the ELGs.

## **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 can enjoy learning and grow in confidence. All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

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. 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. This PFA certificate is renewed every 3 years as required.

## **Safer eating**

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a

member of staff while eating, and seated safely in an appropriate chair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate. We will also keep this information up to date and share it with all staff

We will prepare food in a way that:

- Prevents choking
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then act as appropriate.

## **Community Links and the Wider World**

Over the year, we arrange visits from members of the local community to support learning in the EYFS. We also arrange trips for children in the EYFS within the local community, for example visiting the church, shop or ford. The children take part in educational visits linked to their topic work for example Hyde Hall gardens.