



## EYFS Policy

# **EYFS Policy**

## **School Vision**

### **Supporting our pupils to feel SAFE, SECURE and UNDERSTOOD**

Our Christian vision, which is threaded through all aspects of school life, is:

*With God's love, we can fly.*

*We aim high and embrace life in all its fullness.*

*Our school vision bible verse-*

*"those who trust in the Lord, they will find new strength. They will soar high on wings like eagles." - Isaiah 40:31*

## **Vision for EYFS**

At Huxley, our vision for EYFS reflects our school vision. We endeavour to ensure that children begin their learning journey with us by acquiring strong foundations. We believe these strong foundations support all of our children to develop into confident, happy and independent learners. Through a nurturing and inclusive environment and with an ambitious curriculum, the children are enabled to develop the necessary skills, knowledge and attitudes to achieve their full potential.

## **Legislation for EYFS**

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

## Curriculum Intent

### **Aims of the Curriculum**

Our intent is to build strong foundations for learning and to nurture individuals by offering a range of opportunities and experiences to support children's holistic development.

We work with families to promote independence, perseverance and the confidence to 'have a go'. We support the development of social skills, friendships and we strive to build strong, positive relationships. We provide a safe, secure and understanding environment for our young children to develop, learn and explore.

As part of our practice at Huxley CE Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs;
- Provide a broad, balanced, relevant and coherently sequenced curriculum, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice;
- Provide early intervention for those children who require additional support;
- Enable choice and decision-making, fostering independence and self-confidence;
- Use and value what each child can do, assessing their individual needs and helping each child to progress;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Work in partnership with parents and carer and value their contributions; This is especially important when the child's education is provided both at home and within school through our flexi provision
- Ensure that all children, irrespective of ethnicity, culture, religion, home, language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

## Curriculum Implementation

### **Curriculum Organisation**

The Reception children within our Acorns class follow the curriculum as outlined in the latest EYFS statutory framework. We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of child development across the seven areas of learning and development to enable the children to achieve the Early Learning Goals.

The EYFS framework includes 7 areas of learning and development. 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

### **Enabling Environment**

The Reception children within our Acorns class have access to our carefully planned and well-resourced indoor and outdoor learning environments. As a mixed age class, we have mirrored some aspects of our provision both indoors and out. This enables the children in EYFS to have access to resources that support all 7 areas of the EYFS curriculum at all times. In addition to the Acorns learning areas, we also make good use of our extensive grounds and outdoor learning resources at Huxley to further support our teaching and learning in EYFS.

### **Planning**

We are ambitious for all our children and staff plan activities and experiences that enable children to develop and learn effectively. Continuous provision is carefully considered and resourced so that children have opportunities to explore, develop and extend their skills. Staff consider 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. Staff are also very skilled in planning in the moment and adapting the environment and resources to cater for interests and needs.

We create long and medium-term plans based on a series of topics, each of which offers experiences in all seven areas of learning. We use the same schemes of work that the older children use to enable them to 'step' into our Huxley curriculum in a way that supports their transition into Year 1. This also helps to support the families of our flexi-children as co-educators and provides them with access to guidance for their home education, if they wish. Throughout each topic the children are encouraged to share their ideas for learning experiences with us. These ideas are then used to inform our short-term weekly planning, alongside our observations which identify areas to focus on. Although the schemes of work are there to provide a structure to some elements, we always remain flexible to allow for unplanned circumstances and children's responses. Children will engage in whole group and small group activities alongside their independent learning.

### **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 make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. 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 the transition to year 1.

## Parental involvement



**CDAT**

**Huxley CE Primary School**

**Come LEARN with me!**

Each term, we invite our parents in to school to share and be part of, a 'typical' lesson at Huxley. This helps us model our approach, ethos but also share resources that may be useful to use at home. We also hold Come LEARN with me sessions for parents where we share training and/or provide CPD

**Come TALK with me!**

Come TALK with me has two strands to it. We hold coffee mornings every two to three weeks at school. At these sessions parents have the opportunity to talk to school staff, other home educators and our SENCo as well as hear about any school updates, resources, changes to policies etc. We have also introduced Come TALK with me for the children this year- to talk through their books and learning with the parents on a termly basis

**Come 'BE' with me!**

**Together we are stronger**

As many of our parents are also educators at home, we believe it is even more important to us that we share our journey together. Parents are invited in to share in all parts of school life and share their home education days with us via Showbie

**Come READ with me!**

Each term, we invite our parents in to share our approach to reading across school. We explore phonics, reading strategies, promote a love for reading and model good oral storytelling.

**Cross with flowers**

**Come WORSHIP with me!**

We invite our parents/carers to join us for worship each term and we also invite our families to our services for Harvest, Christmas, Easter and Leavers service either in our Church or at school.

**Come DINE with me!**

This year we have added Come Dine with me to our Come BE with me sessions as we now have our own cook on site. We look forward to welcoming our parents to experience the wonderful dinners we have at school.

Due to the nature of our provision and our offer of flexi schooling, our parents and carers are considered as joint educators and therefore parental engagement is even more integral to our approach.

### Things we do to help engage our parents in learning-

- The 'Come Be' with me programme above means that parents are engaged in all aspects of school life- we have subject specific Come Learn with me sessions too.
- Online Platform for sharing resources, videos and supporting work for days when children are not onsite but also to help guide learning across the term
- All overviews and weekly rotation/hours documents are shared with parents
- We have coffee mornings every 2- 3 weeks to 'touch base' with our parents on a variety of school development areas and use these to share new resources, learning activities or research in different subject areas too
- Parent consultation afternoons

The class teacher in Acorns is assigned as a key person for each child within EYFS to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate

## **Professional Development of Staff and Use of Resources**

At Huxley, there is a commitment to develop staff and ensure they are supported to provide the best quality teaching possible. CPD is key to ensuring pedagogical knowledge and understanding, as is the ability to ensure inclusive lessons. Any notes or ideas from relevant staff CPD is logged on the school PADLET for all staff to access. The team of staff within Acorns have regular supervision meetings to enable them to discuss the provision, teaching, learning and assessment within EYFS. The EYFS Lead and subject leaders support staff in the planning and delivery of the EYFS curriculum. Regular book looks, discussion and staff meetings keep all subject leaders up to date with the provision, teaching, learning and assessment of the EYFS curriculum.

## **Curriculum Impact**

### **Assessment**

At Huxley CE Primary School, ongoing assessment is an integral part of the 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 consider 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

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 within CDAT, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

### **Monitoring of impact (including role of governors)**

- Pupil Voice
- Book Looks- weekly book look cycle in staff meetings
- Headteacher pop in's/Learning Walks
- Come Talk with me- book talks
- Subject Leader Time (add in subject specific here if relevant)
- Governor Termly Learning Walks
- Trust SIP visits

## **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 and feel safe, secure and understood.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy (available on our website) for more information.

## **Paediatric first aid (PFA)**

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.

## **The designated safeguarding lead (DSL)**

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

## **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, especially during the introduction of solid foods.

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
- Meets each child's individual developmental needs
- 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 take action as appropriate.

### **Accident or injury**

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment, using 'Medical Tracker'.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

### **Safety of premises**

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.

### **Toileting and privacy**

We make sure that there are:

- Enough toilets and hand basins available for the children

- An adequate supply of necessary items such as clean and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

**Reference to other relevant policies**

This policy links to other school policies, including:

- Teaching and Learning policy
- Subject specific policies
- Child protection and Safeguarding policy

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