A place to learn where everyone feels welcome;
based on love, wisdom, and respect.

Lower Peover C of E Primary School

Love Wisdom Respect

Let your light shine, so that others may see the good you do.

Inspired by MATTHEW 5:16.

EYFS Policy

Review Date:	**September 2027**

1. Purpose and statutory context

At Lower Peover CE Primary School, we aim to give every child a happy, secure and ambitious start to school. Our Reception provision enables children to develop the knowledge, skills, relationships and confidence they need to flourish, while recognising that children learn and develop at different rates.

This policy sets out our approach to teaching, learning, assessment, inclusion and care in the EYFS. It is informed by the statutory Early Years Foundation Stage framework for group and school-based providers (effective 1 September 2026), the Equality Act 2010, the SEND Code of Practice: 0 to 25 years, and Keeping Children Safe in Education 2026. It should be read alongside the school's safeguarding and child protection, SEND, behaviour, attendance, intimate care, health and safety, and other relevant policies.

2. Our vision and aims

As a Church of England school, our Christian vision, "Let your light shine", and values of Love, Wisdom and Respect underpin the ethos of our EYFS. We want every child to know that they belong, that their voice matters and that they can make a positive contribution to our school community.

Our aims are to:

- provide a safe, warm and inclusive environment where children are known, valued and listened to;
- develop secure relationships, positive attitudes to learning and growing independence;
- offer a broad, balanced and ambitious curriculum across all seven areas of learning;
- prioritise communication and language, early literacy, mathematics and personal, social and emotional development;
- use play, high-quality adult interactions and explicit teaching to build knowledge and skills;
- identify additional needs early and remove barriers to participation;
- work in partnership with parents, carers and other professionals;
- ensure that safeguarding, welfare, health and well-being are integral to everyday practice.

3. The principles of EYFS practice

A unique child

Each child brings different experiences, interests, strengths and needs. Practitioners observe and respond to the individual child, celebrate progress and support children to become resilient, capable and confident learners.

Positive relationships

Warm, consistent relationships with familiar adults help children to feel secure and ready to learn. Staff model respectful communication, support friendships and emotional regulation, and work closely with families. In Reception, the class teacher fulfils the key person role, supported by other familiar adults who work together to ensure that children's individual needs are understood and met.

Enabling environments

Our indoor and outdoor environments are organised to be accessible, stimulating and purposeful. Resources and routines support independence, enquiry, imagination, movement and appropriate risk-taking. Provision is adapted in response to assessment and children's emerging needs.

Learning and development

We recognise the importance of both child-initiated and adult-guided experiences. Adults plan for progression, make learning meaningful, model language and skills, and extend children's thinking through responsive interactions.

4. Curriculum and areas of learning

Our curriculum is informed by the statutory EYFS educational programmes and Early Learning Goals, Development Matters and relevant evidence about effective early learning. Our long-term progression plans identify how knowledge, vocabulary and skills are developed over time. The Early Learning Goals are used to assess attainment at the end of Reception; they are not used as a day-to-day curriculum or checklist.

The seven interconnected areas of learning are:

- Prime areas: Communication and Language; Physical Development; Personal, Social and Emotional Development.
- Specific areas: Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

We build strong foundations through high-quality talk, stories, rhymes, songs, practical experiences, first-hand exploration and carefully sequenced learning. Daily phonics teaching follows Little Wandle Letters and Sounds Revised; early reading is supported through appropriately matched books and regular home reading. Reception mathematics is planned using White Rose Reception Maths alongside practical exploration and mathematical talk. These approaches sit within our wider school curriculum and are adapted to meet children's needs.

Our curriculum is responsive to children's individual starting points, experiences and stages of development. Through ongoing assessment and professional knowledge, practitioners identify gaps in learning and adapt teaching, interactions and provision to ensure that all children are supported and challenged appropriately.

Our Christian character is reflected in daily relationships, opportunities for reflection, awe and wonder, and age appropriate RE and collective worship. Children are supported to learn about different beliefs, cultures and family experiences respectfully.

5. Teaching, play and the learning environment

Our teaching combines planned adult-led learning, guided small-group activities and purposeful continuous provision. Play is valued as an essential context for children to experiment, practise, collaborate and develop ideas. Adults observe carefully and know when to join play, model vocabulary, introduce a challenge or give children time to pursue their own thinking.

The learning environment includes opportunities for early reading and writing, mathematics, construction, role play, creative expression, investigation and physical development. Outdoor learning is an important part of the curriculum and is planned to complement and extend indoor experiences. Staff regularly review access, resources and risk assessments to ensure safe participation.

The Characteristics of Effective Teaching and Learning underpin our approach to EYFS practice. Through playing and exploring, active learning, and creating and thinking critically, children are encouraged to develop independence, curiosity, resilience and confidence as learners. Practitioners recognise and promote these characteristics through carefully planned experiences and responsive adult interactions.

We encourage children to try, persist, reflect and learn from mistakes.

6. Assessment, observation and transition

Assessment is primarily formative and embedded in everyday interactions. Staff use their professional knowledge, children's responses, conversations, play and completed work to identify what children know, understand and can do, and what they need next. We avoid excessive recording and unnecessary assessment workload.

The statutory Reception Baseline Assessment is administered within the required period following a child's entry to Reception. At the end of Reception, practitioners complete the statutory EYFS Profile, making a best-fit judgement against each Early Learning Goal and sharing outcomes in accordance with statutory requirements. Professional dialogue and moderation support consistency of judgements.

Assessment information helps staff adapt teaching, identify children who may need additional support and inform discussions with parents. We liaise with pre-school settings and families before admission, support children to settle through thoughtful routines and information-sharing, and work with Year 1 staff to ensure continuity as children move into Key Stage 1. Children's learning and development are shared with parents and carers through informal conversations, parent consultations and written reports. At the end of Reception, parents receive a summary of their child's attainment against the Early Learning Goals, alongside opportunities to discuss their progress and next steps.

7. Inclusion and special educational needs and disabilities

We have high expectations for every child and are committed to inclusive practice. Staff identify emerging needs promptly, in partnership with parents and carers, and work with the Special Educational Needs Coordinator (SENCo) and external professionals where appropriate. We follow the graduated approach of assess, plan, do and review.

Support is primarily delivered through high-quality, inclusive classroom teaching, reasonable adjustments, adaptation of the environment, visual and communication support, and responsive adult interaction. Where required, children receive targeted or specialist support and an individual SEND support plan. Provision is reviewed for impact and adjusted as children develop.

We promote equality of opportunity and challenge discrimination. Children with SEND, disabilities, medical needs, English as an additional language or experiences of disadvantage are supported to participate fully and safely in all aspects of EYFS life.

8. Personal development, behaviour and well-being

We provide predictable routines, developmentally appropriate expectations and a calm, positive environment. Adults explicitly teach and model kindness, turn-taking, cooperation, emotional vocabulary and strategies for managing feelings. Behaviour is understood in the context of children's age, development, communication, relationships and possible unmet needs. Staff follow the school behaviour policy while making appropriate individual adjustments.

Children are supported to become increasingly independent with dressing, toileting, handwashing, eating and managing belongings, with sensitive assistance when needed. Physical activity, outdoor play, rest, healthy relationships and opportunities for reflection support well-being.

9. Safeguarding and welfare

Safeguarding is everyone's responsibility. All staff are expected to understand their duties, complete induction and ongoing safeguarding training, read Keeping Children Safe in Education 2026 Part One in full, and follow the school's child protection procedures. Concerns are recorded and reported promptly to the designated safeguarding lead (DSL) or deputy; urgent risks are escalated immediately in line with school procedures. Staff understand reporting arrangements for concerns about adults, low-level concerns, allegations and whistleblowing.

Suitable people, recruitment and supervision

The school applies safer recruitment procedures, references, suitability checks and appropriate enhanced DBS checks, including the current requirements for volunteers. New employees must not start work before the required criminal record checks have been received. Staff disclose information affecting their suitability in line with the EYFS framework, and the school maintains appropriate records, supervision and staff deployment arrangements.

Attendance and collection

Attendance is monitored closely. Unexplained absence is followed up promptly using the school's attendance and safeguarding procedures, including further action where contact cannot be made or there are welfare concerns. Children are released only to authorised adults and collection arrangements are checked carefully.

Health, food, allergies and first aid

The school ensures that at least one member of staff with a current paediatric first aid certificate is on the premises and available at all times when EYFS children are present and accompanies children on educational visits. Appropriate first aid arrangements are maintained throughout the school day, including during mealtimes, in accordance with statutory requirements and school procedures. Children are supervised while eating and drinking; staff take account of age-appropriate food preparation, choking risks, allergies, dietary requirements and individual care plans. Medicines are administered and recorded in accordance with statutory requirements and school procedures. Staff follow infection prevention, hygiene and emergency-response procedures.

Intimate care and dignity

Toileting and intimate care are undertaken sensitively, protecting children's dignity and privacy while maintaining safeguarding arrangements and appropriate staff accountability. Individual care plans are agreed when needed. Staff record and communicate relevant concerns, accidents or changes in care needs in line with school procedures.

Premises, supervision and safety

The school maintains suitable indoor and outdoor facilities, secure entry and exit arrangements, and effective supervision and risk management. Staff assess activities, visits, equipment and environmental hazards proportionately.

Technology and screen use

Digital resources are selected carefully for a clear educational purpose. In line with the 2026 EYFS requirement to have regard to government guidance on screen use, staff balance any screen-based learning with active, social, practical and outdoor experiences, and apply the school's online safety, filtering and safeguarding arrangements.

10. Working in partnership with parents and carers

Parents and carers are children's first educators, and we value open, respectful and two-way communication. We share information about routines, learning and well-being through everyday conversations, planned meetings and school communications. Families are encouraged to support reading, phonics, talk and mathematical experiences at home, and to share relevant information about their child.

Opportunities such as Reception Stay and Play help families understand our learning environment and strengthen the home-school partnership. Concerns about development, health, learning or well-being are discussed sensitively, with support coordinated where appropriate.

11. Leadership, responsibilities and monitoring

The headteacher and governing body are responsible for ensuring the school meets its statutory duties. The EYFS teacher leads the day-to-day implementation of this policy, plans and evaluates curriculum provision, and works with support staff, subject leaders, the SENCo and safeguarding leaders to meet children's needs. All EYFS practitioners have responsibility for safe practice, strong relationships, assessment and high-quality learning interactions.

The quality and impact of EYFS provision are evaluated through professional discussion, observation of practice, assessment and transition information, curriculum review, parent feedback and the school's established monitoring arrangements. Findings inform school improvement priorities and professional development.

12. Review and related policies

This policy will be reviewed annually, or sooner following changes to legislation, statutory guidance or school procedures. It should be read alongside the current school safeguarding and child protection policy, SEND policy and information report, relationship and behaviour policy, attendance policy, health and safety procedures, intimate care procedures, online safety policy and relevant medical/first aid arrangements.

Key statutory and guidance references

- Department for Education, Early years foundation stage statutory framework for group and school-based providers (effective 1 September 2026).
- Department for Education, Keeping Children Safe in Education (2026).
- Department for Education, Development Matters (non-statutory curriculum guidance).
- Department for Education and Department of Health, SEND Code of Practice: 0 to 25 years (2015).
- Equality Act 2010; statutory Reception Baseline Assessment and EYFS Profile requirements.