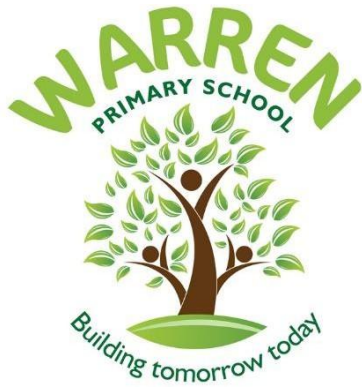




Self-help
Self-responsibility
Equity
Equality
Democracy
Solidarity

EYFS Policy

First approved by Governors: Spring 2021

Review Frequency: Every Four Years

Date of last review: March 2026

Date of next review: March 2030



Osborne
Co-operative Academy Trust

Author	Date Created	Version	Notes
Charlie Evans	2021	1.0	
Karen Rose	2026	2.0	Updated to reflect changes to framework

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Philosophy

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.

The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.

(Statutory Framework for the Early Years Foundation Stage, July 2025)

In our Early Years' classes, the children are provided with **quality and consistency** so that every child makes progress from their own starting points. They are provided with a **secure foundation** through learning and development opportunities which tailor to their individual needs and interests. Children are assessed and progress is reviewed regularly. In our Early Years' classes, we strive to create **working partnerships** between practitioners and parents/carers. It is essential to us that there is **equality of opportunity** to ensure that every child is included and supported. We ensure that all children are given the best possible start to school. Children are supported to develop as individuals and as part of a wider community in which they are given opportunities to foster a love of learning.

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year. In our school, children have the opportunity to attend our nursery in the school year in which they are four, otherwise they start at the beginning of the school year in which they are five (Reception). Compulsory schooling begins at the start of the term after a child's fifth birthday. The Early Years Foundation Stage is important in its own right, and in preparing children for later learning.

A child's first experiences are fundamental in their school life. The Early Years Foundation Stage lays down a foundation that is built on throughout the rest of their learning journey. It is organised so that learning takes place through play and carefully selected activities. The children's learning is based upon three prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

These skills are developed further in the four specific areas:

- Literacy

- Mathematics
- Understanding the World
- Expressive Arts and Design

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The Early Years education we offer our children is underpinned by four guiding principles:

- Every child is **unique**. Each child is constantly learning and can be resilient, capable, confident and self assured.
- Children should learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Children **develop and learn in different ways and at different rates**. All of our practices are underpinned by "**the characteristics of effective teaching and learning**". The Early Years provision cares for all children including those with special educational needs and disabilities.

Transition and Admission Arrangements

We endeavour to provide the children with a range of opportunities to become familiar and comfortable with the school before they begin. We welcome visits to the school prior to the child's entry. Many parents/carers will have already been to our school for a pre-visit or on our open days to find out more about the school, our beliefs and to meet members of staff, before they make an informed decision about their child's education.

From the time that children are offered their place at Warren Primary School, we strive to support their transition in every way. Children and parents/carers will be invited into the school in the summer term, before their September start. Parents/carers are offered a detailed insight into the running of our Early Years with an initial meeting. This meeting ensures that parents/carers are welcomed into the school, they are given an overview of our philosophies and of a 'normal' day in Early Years and that they have the opportunity to meet as many key adults in the school as possible. Each family will receive a pack of important information and a timetable for the induction process in September. During the initial parents /carers induction meeting we also offer opportunities for parents/carers and children to try a selection of school dinners.

The Early Years Lead will arrange contact/visits with all pre-school settings and childminders, to gain a detailed insight into the children, their progress and any areas of support that will need to be put into place. This contact is fundamental to ensuring a smooth transition and any visits take place as much as possible when the child is in attendance to enable the beginning of a relationship with the child. The Early Years Lead will talk to each of the children's Key Workers to find out more about the child as a whole. We have built up strong relationships with our providers over the past years and find these visits invaluable.

The children will be invited into school in the summer term for short "stay and play" sessions to familiarise themselves with the classes and outdoor areas. These visits are led by a key member of staff and are arranged in small groups, to enable children to meet new faces and to become orientated in the setting.

Parents/carers will have opportunities to meet staff and support their child in their early transition stages. Children due to start Reception who attend our Nursery will be given the opportunity for extended visits in transition week, in the July, before they begin school. In this time they will meet

their new staff, have child initiated and teacher lead opportunities to learn and settle within the setting. Those children who have been identified as having additional or Special Educational Needs are given the opportunity to attend more sessions at the school and will have more visits from school staff to their preschool setting.

During the September, children will be eased carefully into Nursery/school life with a transition period of shorter sessions/days. They will gradually become more familiar with routines and expectations. In these initial weeks, parents/carers will have a one to one meeting with staff to discuss the children, as individuals, and to explore concerns, is in the form of a meeting at school. These meetings allow us to develop secure relationships with parents/carers from the outset. We are proud of our communication with parents/carers and strive to provide them with information about our setting, our routines and our expectations. During these meetings we will supply the parents/carers with information sheets about Early Years education for them to read at their own leisure, in order to make them as informed as possible about their child's education.

Once children are settled in Reception parents/carers are given the chance to come and take part in parent workshops where they get to work alongside their child , this provides them with an insight into the ways in which we offer opportunities to learn and explore. This is then continued and extended at various points throughout the year.

Our induction period has been established to allow children and families to feel comfortable within the school and to become familiar with the staff, before the children start school, full time, in September. We are as flexible as possible within this process, to allow for individual needs of children and their families. It is essential that children and parents/carers feel safe, secure and welcomed into our school community from the very beginning and we are very proud of the transition process that we offer, the wealth of information it provides us about each child and their family and the ways in which it quickly develops secure relationships with families. Our transition process helps the children to make the best possible start to their learning journey and is gradual so they can learn and become familiar with the routines and expectations and also allows staff the time they need to be able to support the children fully.

EYFS Principles

Effective practice in the EYFS is built on the following four principles, which are broken down into four commitments describing how the commitments can be put into practice.

The EYFS four principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

1. A Unique Child

At Warren Primary School 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, 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/sharing times, stickers and our Good to be Green system, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children at Warren Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all of our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning in a flexible, broad and balanced curriculum which reflects the individual interests and needs. From the very start of their journey, we aim to know about the child as an individual through our transition activities.

In the Early Years Foundation Stage we set realistic and challenging expectations for all of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. SEND children are highlighted on our whole school register. Children are tracked closely throughout the year and additional support may be put in place to meet individual needs. Children that come into our school with identified SEND needs, from previous settings, will automatically go onto our SEND register and then will be tracked by our own staff. Referrals will be made to our SENCO if the Early Years' staff have any concerns throughout the year. At Warren Primary School we work closely with outside agencies and staff from within our Trust, who have specific specialisms, to ensure that each child is given the very best support.

Some children will receive Pupil Premium funding. Children who are identified on our Pupil Premium register are monitored to ensure that their progress is in line with non-Pupil Premium children.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;

- Monitoring children's progress and taking action to provide support as necessary.
- Modelling behaviour choices and positive interactions
- Valuing effort

It is important to us that all children in Early Years are 'safe'. We aim to educate children about boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (See our Safeguarding Policy)

Data

Information is held about all children in the school. We work to ensure that any data that is kept is relevant to the child, secure and is in line with current legislation.

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 the Early Years Foundation Stage)

At Warren Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the current Statutory Framework for the Early Years Foundation Stage. We understand that we are required to:

- Safeguard children.
- Ensure the people who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

In order to comply with these and to ensure the highest level of welfare for our children, all staff have up to date safeguarding training and follow our stringent policy. Staff report any concerns to the designated safeguarding lead and record these on COPMs system.

Children are taught skills to keep themselves and others safe. In addition to our practices in school, we offer opportunities for parents/carers to extend and develop their own understanding. Parents/carers and children in Early Years are offered the opportunity to complete a road safety workshop and to attend regular E-safety training with outside providers.

We ensure that all visitors to the school are met at reception. All visitors around the school are clearly identified by visitor lanyards and, if needed, are escorted through the school by staff. Any visitor without a lanyard will be challenged.

All parents/carers are given clear guidance about the pick up arrangements for the Early Years' children. We require parents/carers to clearly tell us who will be collecting their child from school during the transition process and then on a regular basis. If there are changes to these arrangements, we will challenge the adults and confirm arrangements with the parents/carers before allowing the children to leave.

Several members of staff have current Paediatric First Aid Training and all follow parental guidance and clear Health Care Plans for specific conditions. Records are kept which detail any First Aid given to a child, throughout the day.

Health

As a school we ask parents/carers to inform us of any medical conditions that may be contagious. In these instances we alert any relevant members of staff and parents/carers, at the earliest opportunity, to minimise the spread. We take appropriate actions if children become ill in our care. The school has clear systems in place if a child needs to have medication during the school day. Medicines are kept out of the reach of children and are administered in line with directions given through consent of a parent/carer. There are times when it is essential to keep specific medication near children, for example in the case of an epi pen. In these instances, the medication is securely kept with a designated adult who is trained in its use. All adults, who are in contact with children with specific medical needs, are informed of the condition, symptoms and treatment. Where necessary, training is given to use equipment to preserve life. Care Plans are devised in partnership with parents/carers and we seek medical guidance where necessary. In Early Years, all medical conditions are shared with all staff

Health in relation to food

Children in Early Years are offered snacks as part of their provision. These are monitored to ensure children have access to a healthy and varied diet. We keep food in a designated space and store appropriately. When children in our care have allergies to food all adults are informed of food to avoid. We check ingredients in food tasting and ensure that children are not in contact (physically and, in extreme cases, airborne) with food that will endanger their lives. Any reactions are immediately treated and parents/carers are informed as soon as possible.

Safer eating

While children are eating, there should always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate.

Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by supporting children to understand:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The children participate in an oral health session lead by a qualified dentist to promote good oral hygiene.

2. Positive Relationships

At Warren Primary School we recognise that children learn to be strong and independent by forming secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents/carers as Partners

We recognise that parents/carers are children's first and most enduring educators and we highly value the contribution that parents/carers make. We recognise the role that parents/carers have played,

and their future role in educating the children. We do this through:

- All families will have a meeting with a staff member from the school when they join the Early Years at Warren Primary School.
- Parents /carers will be invited to a parent consultation with the class teacher in the autumn term.
- All parents/carers will have had the chance to meet the Early Years' Lead, Headteacher, and Deputy Headteacher.
- The children having the opportunity to spend time with their teacher and Early Years staff members, prior to starting at our school during our transition period.
- Parents/carers are given information about the Early Years education, framework and assessment processes as their child starts school, to ensure they have an understanding of how their child will learn and develop in our Early Years setting.
- Parents/carers are encouraged to talk to their child's teachers about any concerns they may have.
- Opportunities for daily communication are given at the beginning and end of the school day at the drop off and pick up.
- A range of activities are organised throughout the year that encourage collaboration between child, school and parents/carers. For example, fundraising days, being members of the PTFA, themed activity days, information sessions, and many more, to which all family members are invited.
- There are two formal meetings per year (Autumn and Spring term) at which time the Class Teacher and parent/carer discuss the child's progress and development.
- Reports are given out at the end of the year, formally detailing progress and attainment.
- Regular contact is made through reading records.
- Children's learning will be regularly updated in their Learning Journeys.
- Parents/carers have the facility, via WOW's, to add their own observations and comments to their child's Learning Journey.
- Informal activity sessions are held each term to encourage parent participation. These take the form of learning workshops.
- The school makes good use of My Child at school app and of its website and social media as a communication tool.

Staffing

The Early Years classes are taught by qualified teachers who are supported by Nursery nurses / early years support assistants. Any additional staff, who are required to meet children's additional needs, are provided as part of their EHCP plan and are used in addition to these ratios. The Early Years staff work very much as a 'team' both with regards to planning and throughout the day-to-day teaching and running of the day.

All staff involved with the Early Years Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, in Reception the Class Teacher acts as 'Key Person' to the children within their class. In Nursery the children have an assigned 'Key Person'.

3.Enabling Environments

At Warren Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The planning within the Early Years follows the schools' policy. A half-termly overview is written with a curriculum theme. Short-term planning is carried out weekly, which is based around the individual children's needs and next steps or gaps. Children's interests are important and topics will change to accommodate these. Plans are used and implemented by the class teachers and EYFS staff who have a good understanding of their children. All planning is adapted to meet children's individual needs and next steps and is not activity led.

Before the children start at our school, the school collects information from parents/carers, detailing their child's development and individual needs and successes. Staff use this information, as well as information passed on from previous settings (e.g. Nurseries and Pre-Schools), to carry out the baseline assessment. Staff will also use their own observations and will plan next steps for the child to meet their individual needs. If children have any medical needs, meetings will be held with parents/carers before their child enters the Foundation Stage to enable Care Plans to be set up. The Early Years Foundation Stage staff will liaise with the School Nurse, where appropriate.

Assessments

The Early Years staff make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage takes place in many forms of observation, which involves the teacher and other adults, as appropriate. These observations are recorded in children's individual, 'Learning Journeys'. They also contain information provided by parents/carers. The Learning Journeys are clear and informative for the parents/carers. School baseline assessment activities are carried out during the first few weeks of the Autumn Term for all areas of the curriculum. The statutory Reception baseline assessments (RBA) are also carried out within the first six weeks. After the Baseline Assessment has been completed, next steps are planned for groups of children or individual children. Records are then updated regularly with assessments each term tracking the children's progress. Moderation meetings are carried out regular, both internally and with other schools within the Trust. Progress is then tracked by the Early Years Foundation Stage Leader and Class Teachers, highlighting different groups of children to ensure all groups are progressing appropriately. The Early Year Foundation Stage Profile is completed for all children at the end of the year and will provide parents/carers with their child's attainment against the ELGs.

The Learning Environment

The Early Years Foundation Stage learning environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or quiet. The environment is divided into learning areas, where children are able to find and locate equipment and resources independently. The Early Years Foundation Stage has outdoor areas, which have a positive effect on the children's development. Being outdoors offers opportunities for learning in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to independently access all 7 areas of learning, indoors and out.

Inside area:

Reception is made up of two open plan classrooms which include an art/creative area, Both classrooms have two sets of toilets and there is access to a disabled toilet. Resources are organised into subject areas. There is at least one area for each area of learning and sometimes more over the whole space. The resources are clearly labelled and child accessible.

Nursery also has two classrooms which can be used as an open plan space or sealed off by joining

doors. The space also has 3 toilets and access to a disabled toilet. As with the Reception classrooms all resources are clearly labelled and accessible to the children with all areas of learning set up in specific areas.

Outside Area: Nursery and Reception have their own outdoor spaces. Both spaces are secure and checks are carried out for the outside area, to ensure the safety of all children. Nursery have a fenced outside area and has a gate which is locked during school hours to make the area secure.

The outside areas for both Nursery and Reception are used by the children and offer children a range of opportunities for developing their areas of learning through the use of space, equipment and interactions. These areas can be used in almost all weather conditions as we ask for the children to bring in boots and raincoats. The outside areas are seen as an extension of the classrooms and reflects the seven areas of learning, so that children can access the learning in a manner that engages them. It is important for us to offer children a range of experiences. With this in mind we make good use of the outside space. The space also provides some aspects of more natural environments for the children to use, such as planting and digging.

Forest school

At Warren we are proud to have use of an on site Forest School. The children in both Nursery and Reception have the opportunity to have sessions at Forest school with a qualified Forest school staff member. They have the opportunity to learn about nature, explore the environment and engage in activities such as cooking and learning to use tools. This is a perfect opportunity for the children to develop their understanding of growth, seasons, changes and make observations of the natural world. The children are able to learn about hazards and risk taking in a controlled way and are able to develop their understanding of how and why it is important to care and look after nature and the wider environment.

A wide range of activities that reflect all areas of learning are accessible in all areas of the Early Years environment.

Play in the Early Years

Through play, our children explore and develop learning experiences, which help them make sense of the world. The children practice and build up ideas, and learn how to control themselves, self regulate and understand the need for rules and boundaries. Children are given the opportunities to explore and discover within a safe and supported environment. Play underpins the delivery of the Early Years Foundation Stage curriculum. Activities and resources are provided to stimulate the children's interests and to develop their own approaches. We actively encourage children to think for themselves and to use the stimuli imaginatively.

The children 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. They express fears or re-live anxious experiences in controlled and safe situations. The children are involved with both group and individual play, some initiated by adults, some by the children. They learn through being active learners, working with a wide range of resources. Through play children will develop intellectually, creatively, physically, socially and emotionally. It gives children the opportunity to take risks and make mistakes.

4. Learning and Development

The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of

different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.

(The EYFS Statutory Framework 2025)

At Warren Primary School 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 inter-connected. The use of the Characteristics of Effective Learning informs our observations of each child. We closely monitor:

- playing and exploring
- active learning
- creating and thinking critically

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. However, these features relate to Teaching and learning in the Early Years:

- Belief in the concept of lifelong learning and the idea that both adults and children learn new things every day.
- Maintaining that learning should be a rewarding and enjoyable experience for everyone; it should be fun.
- Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.
- We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We aim to:

- Ensure that all our pupils are provided with rich and varied learning experiences which lead to them developing their skills and abilities to their full potential (To be the best they can be and to challenge themselves).
- Be tolerant and understanding and show respect for the rights, views and property of others.
- Develop a responsible and independent attitude towards their studies, work and towards their role in society.
- Achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness.
- Make the curriculum equally accessible to all with due regard to learning styles and needs, gender, ethnicity and attitudes.

Our teaching ensures a balance between child initiated learning, with timely interventions by adults to move learning forward, 'In The Moment Teaching' opportunities, Teacher Directed sessions, 1:1 activities, interventions and smaller group sessions. All teaching opportunities are thoughtfully delivered and are used to secure learning and move learning forward. Verbal feedback is given to the children on their work and written commentary is given to work, to enable future review. As the year progresses, children are provided with sessions to enable a smooth transition into Year 1.

It is essential to us that children develop a strong sense of being part of a community. We embed the specific and prime areas of learning across the Early Years Foundation Stage. At Warren Primary School we also teach children about British Values and our Co-Operative values. Children are taught

about solidarity, equality, equity, democracy, self-help and self-responsibility.

Playing and exploring

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults.

(Statutory Framework for the Early Years Foundation Stage)

Play underpins our work in Early Years. We want the children to learn actively and to develop skills that they will need as they mature and move through the school. It is important for us that children have a direct input into their play and are enabled to directing it to meet their own needs and interests. Children are supported in their play through interactions that will move their understanding forward.

Active Learning

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

Creativity and Critical Thinking

Children should be given opportunities to be creative through all areas of learning. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the setting to extend their learning.

Areas of Learning

The Early Years Foundation Stage is made up of seven areas of learning:

The Three Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas

- Understanding the World
- Expressive Arts and Design
- Literacy
- Maths

None of these areas can be delivered in isolation from the others. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the Early Years Foundation Stage. For those more able students, it will be appropriate for them to be working on KS1 Learning Objectives in order to ensure adequate challenge and progress.

