



Woodchester Endowed Church of England (Aided) Primary School
'Love, Learn and Flourish Together'

Early Years Foundation Stage (EYFS) policy

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Indeed, the body does not consist of one member but of many' (1 Corinthians 12; 14-16)

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1. Vision and Rationale

Woodchester Endowed Church of England Primary School community seeks to inspire children and adults to **'Love, Learn and Flourish Together'** so that we may become everything God has created us to be.

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2. 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

3. 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.

4. Structure of the EYFS

At Woodchester Endowed Church of England Primary School we offer the EYFS curriculum to our Reception children, in Ash class, in their first year of school. We operate normal school opening hours (8:45am – 3:15pm) although in the first three weeks of school the children take part in a transition which allows for part-time days extending into lunchtime, then full days.

The pupil admission number for the EYFS is up to 20 children who will turn 5 during their Reception year at school.

Our Reception children are in a mixed age class with up to 10 Year 1 children due to the mixed age nature of our classes.

5. 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.

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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

5.1 Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them 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 development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience.

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. Our planning combines both adult directed and child-initiated activities. However, particularly at the start of the year, the majority of the learning will come from hands on activities with the children independently accessing their own resources within the setting, with practitioners encouraging and enabling deep learning from play. Planning for Religious Education (R.E.) is taken from the Gloucestershire Agreed Syllabus (2017), which is published by Gloucestershire Diocesan Education Authority. Religious teaching in the EYFS focuses on Christianity and other major religious traditions from around the world.

5.2 Teaching

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.

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.

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Children will have some focused teaching in Literacy, Maths and Phonics but this is always guided by our principles of a play-based curriculum. Both teachers and teaching assistants will have an input in the teaching of children in the Early Years.

Children in the EYFS access the Forest School area every week with a trained Forest School practitioner and supporting team of familiar Ash class adults. This allows the children regular opportunities to develop confidence and self-esteem through hands-on learning experiences in our own woodland environment.

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, in preparation for Year 1.

5.3 Special Education Needs and Disabilities (SEND)

As part of the Woodchester Endowed Church of England Primary School's SEND Policy and Information Report, we make sure that our provision in EYFS meets the needs of each individual child; considering any special needs or disabilities a child may have.

Pre-school liaison and ongoing assessment will highlight children with additional needs in school and staff will plan to ensure as smooth a transition as possible. If the class teacher has any concerns about a child's progress, they will discuss these with both the SEND co-ordinator (SENCO) and the parents.

If it is considered that the child requires additional input, they may be placed on the school's Special Educational Needs register and the child's progress will be monitored closely. Parents will be kept informed at regular meetings.

6. Assessment

At Woodchester Endowed Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning.

We record observations on Seesaw, an online learning journal. Parents are then able to see their child's achievements in school and they may also add experiences from home, which leads to a fuller picture of a child's progress in EYFS.

We very much value working in partnership with parents and families and welcome this important sharing of information and celebration of all sorts of learning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA). This is the statutory government assessment for children as they start their journey in education.

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

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- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs.

The school shares the results of each child's 'progress check' and EYFS profile with their parents and/or carers.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

7. Working with parents and carers

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

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents and carers are kept up to date with their child's progress and development both through Seesaw but also through regular Parent's Evenings and, also, during informal meetings, when necessary. The EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

At the end of the year, parents also receive a full written report detailing comments about the Characteristics of Effective Teaching and Learning, as well as the Areas of Development. We value our partnership with parents and actively encourage them to be involved in the education of their child. Parents are able to share their child's special interests, contribute to assessment evidence and help their child at home with daily reading or learning of phonic sounds.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

8. Staff

8.1 Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy which can be found on our school website.

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Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

8.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures.

8.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the governing board and chair of governors.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing on the school website.

8.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

9. 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.

See our child protection and safeguarding policy on the school website for more information.

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9.1 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

9.1.1 Investigating the concern

When a concern is received by the headteacher—referred to from here as the 'recipient'—they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there is, then:
 - Arrange a further investigation into the matter, involving the local governing body, if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
 - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

9.1.2 Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

9.2 Staffing ratios

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 (with qualified teacher status) per 30 pupils.

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9.3 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.

9.4 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

9.5 Absence

We are required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers have not told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy on the school website for more details on this, including our expectations for parents/carers to report child absences.

9.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by talking to the children about

- Healthy eating
- The importance of brushing your teeth

9.7 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.

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.

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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
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that is right for their child

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.

9.8 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.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, 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.

9.9 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.

9.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic changing facilities
- An adequate supply of necessary items such as clean bedding, towels 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.

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10. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher on an annual basis.

At every review, the policy will be shared with the Governing Body.

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

This is not an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see [Woodchester Endowed C. of E. \(Aided\) Primary School - Policies](#).

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy See SEND Policy and Information Report
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy See Administering Medicines Policy
Emergency evacuation procedure	See Health and Safety Policy See Emergency Fire Procedures
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy
Procedures for a parent/carer 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

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