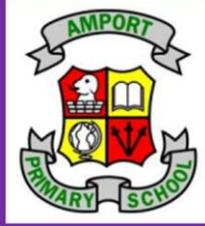


Amport Church of England Voluntary Aided Primary School



COURAGE COMPASION RESPECT

EYFS Policy

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1. Introduction

“When we succeed in giving every child the best start in their early years, we can give them what they need tomorrow. We also set them up with every chance of success tomorrow” (Development Matters 2020)

The Early Years Foundation Stage (EYFS) is the statutory guidance for all children from birth to age five. The EYFS sets the standards that all early years providers must meet to ensure that the 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 broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Amport Primary school, the Early Years Foundation Stage is viewed as a distinctive phase of education which integrates the care and education of our youngest children. We believe that all children are unique and bring with them a diverse range of previous experiences and learning which must be acknowledged and built upon. It is vital that parents are valued as children’s first educators and that they are active partners in their child’s school education.

2. Aims

At Amport Primary School, we aim to provide the highest quality care and education for all our children. We believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Our EYFS provision lays a strong foundation for future learning, rooted in our values of kindness, curiosity, and community.

At Amport Primary School, we are committed to providing a safe, nurturing environment where children learn and develop well. We promote high-quality teaching and learning that supports school readiness and lifelong progress, and we build strong, trusting relationships with families as co-educators and partners. Our aim is to provide a secure foundation for learning through rich experiences, ensuring consistency and quality so that every child makes good progress and no child is left behind. We work in close partnership with parents and carers, recognising their vital role, and we promote equality of opportunity and anti-discriminatory practice to ensure every child is included, supported, and able to thrive.

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

This document also complies with our funding agreement and articles of association.

4. Structure of the EYFS

At Amport CE Primary School, our EYFS provision consists of one Reception class with a maximum of 15 children. This small, nurturing setting is supported by a dedicated team comprising a class teacher and experienced support staff. Together, they ensure that every child receives high-quality care, personalised attention, and a secure foundation for learning.

Staffing ratios within our EYFS setting meet the requirements of the Statutory Framework, and all team members undergo the necessary safeguarding checks to ensure they are suitable and well-prepared for their roles. Additional support and interventions are provided where needed, allowing us to respond flexibly to individual needs and promote inclusive, child-centred practice.

5. Curriculum

In order to promote the learning and development of children in its care and to ensure they are well-prepared for Year 1, Amport CE Primary School plans an exciting and challenging curriculum. This

curriculum is shaped by the seven areas of learning and development outlined in the Early Learning Goals, ensuring that children complete the EYFS with the knowledge, skills, and confidence to embrace the opportunities ahead.

The seven areas of learning and development are all important and interconnected. In planning and guiding activities, Amport reflects on the different ways in which children learn, using this understanding to inform curriculum design and delivery.

Three areas are particularly crucial for building a strong foundation, igniting children's curiosity and enthusiasm for learning, supporting relationship-building, and enabling them to thrive. These are known as the prime areas:

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development**

These prime areas are further strengthened and applied through four specific areas of learning:

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

Each of these areas is supported by clear Early Learning Goals, which guide our provision:

- **Communication and language development** involves providing a rich language environment where children can develop confidence in expressing themselves and practise speaking and listening in a range of situations.
- **Personal, social and emotional development** supports children in developing a positive sense of self and others, forming respectful relationships, managing feelings, understanding group behaviour, and building confidence in their abilities.
- **Physical development** offers opportunities for children to be active and interactive, developing core strength, balance, coordination, and agility. Children also learn about the importance of physical activity and making healthy lifestyle choices.
- **Literacy** encourages children to link sounds and letters and begin to read and write. A wide range of reading materials, including books, poems, and other texts, are used to spark interest and develop early literacy skills.
- **Mathematics** provides opportunities for children to explore numbers and patterns. They develop a deep understanding of numbers to ten, including subitising and comparing quantities, and begin to count beyond 20, recognising the structure of the number system.
- **Understanding the world** helps children make sense of their physical environment and community through exploration, observation, and discovery of people, places, technology, and the natural world.
- **Expressive arts and design** enables children to explore a wide range of media and materials, and to express their ideas, thoughts, and feelings through art, music, movement, dance, role-play, and design and technology.

At Amport, each area of learning is delivered through planned, purposeful play and a balance of adult-led and child-initiated activities. These are underpinned by the characteristics of effective learning:

- **Playing and exploring** – children investigate and experience new things and are encouraged to 'have a go'.
- **Active learning** – children concentrate, persevere through challenges, and take pride in their achievements.
- **Creating and thinking critically** – children develop their own ideas, make connections, and find strategies for problem-solving.

For children whose home language is not English, we take reasonable steps to support the development and use of their home language in play and learning, while also ensuring they have sufficient opportunities to develop a good standard of English during the EYFS.

5.1 Planning and Teaching

At Amport, our EYFS curriculum is guided by the Statutory Framework, which provides a clear long-term plan to ensure that all Early Learning Goals are thoughtfully covered throughout the academic year.

Our medium-term planning responds to the individual learning and development needs of each child, while weekly short-term plans are shaped by current themes, children's interests, and ongoing observations. This flexible approach allows us to offer provision that is both meaningful and engaging.

We recognise that high-quality teaching happens throughout the day, during focused sessions, through play, and across both indoor and outdoor environments. We actively encourage all of these opportunities. Our aim is to create spaces that spark curiosity and invite exploration, where staff and volunteers are empowered to make the most of every teachable moment.

Daily and weekly planning help us maintain a balanced mix of structured and child-initiated learning. Staff are encouraged to reflect on their interactions, using purposeful questions and timely interventions to deepen understanding and extend thinking.

Learning at Amport is personalised and rooted in each child's interests, experiences, and developmental stage. Children are supported to reflect on their learning and consider how they might build on their skills. Through this approach, we nurture confident, curious, and intrinsically motivated life-long learners.

Our staff are ambitious for every child. Activities and experiences are carefully planned to support effective development and learning. We place a strong emphasis on the three prime areas of learning: communication and language, physical development, and personal, social and emotional development.

Staff take into account each child's unique needs, interests, and progress, and consider whether additional support may be required. This information is used to plan challenging and enjoyable experiences that help children thrive.

We ensure that all children experience the three key characteristics of effective teaching and learning:

- **Playing and exploring** – investigating, experimenting, and having a go.
- **Active learning** – sustaining focus, persevering through challenges, and celebrating success.
- **Creating and thinking critically** – developing ideas, making connections, and finding strategies.

Staff respond sensitively to each child's emerging needs and interests, guiding their development through warm, positive interactions. As children grow and their development progresses, the balance gradually shifts towards a greater focus on teaching essential skills and knowledge in the specific areas of learning, helping them prepare confidently for Key Stage 1.

6. Assessment

At Amport, assessment is a continuous and integral part of our EYFS provision. Through regular observation and interaction, staff gain a deep understanding of each child's development, interests, and learning style. These insights inform future planning and help us tailor experiences to meet individual needs. We also value and incorporate observations shared by parents and carers, ensuring a collaborative approach to each child's learning journey.

Reception Baseline Assessment (RBA)

Within the first six weeks of starting Reception, children complete the Reception Baseline Assessment (RBA). This short, age-appropriate assessment focuses on early mathematics, literacy, communication, and language. It provides a starting point for measuring progress across the primary years. There is no pass or fail, and scores are not shared or published.

EYFS Profile

In the final term of the academic year in which a child turns five, and no later than 30 June, staff complete the EYFS Profile for each child. This statutory assessment reflects ongoing observations and professional discussions, and evaluates each child's development against the 17 Early Learning Goals. Children are assessed as:

- **Expected** – meeting the expected level of development
- **Emerging** – not yet reaching the expected level
- **Unable to assess** – where exemptions apply

The EYFS Profile provides a well-rounded picture of each child's knowledge, understanding, and readiness for Year 1. It is shared with parents/carers and passed on to Year 1 teachers to support transition planning and continuity of learning.

In exceptional circumstances, and only with agreement from parents/carers, a child may remain in EYFS provision beyond the academic year in which they turn five. In such cases, assessment continues and the EYFS Profile is completed at the end of the year before the child moves into Year 1.

The EYFS Profile is moderated internally and in collaboration with other local schools to ensure consistency and accuracy. Profile data is submitted to the Local Authority when requested, in line with statutory requirements.

In addition to the RBA and EYFS Profile, staff may use a range of formative and summative assessments to support individual children's development. These may include phonics screening, speech and language assessments, and motor skills observations.

We formally report to parents once a year in July. The July report includes a detailed written summary of each child's progress across the seven areas of learning, as well as insights into how they learn and engage with the world around them. We send out phonic information emails to parents every half term to keep them up to date with their child's progress and next steps in phonics. We also offer 2 formal opportunities to attend a parents meeting to discuss children's progress.

7. Working with parents and carers

At Amport, we deeply value the vital role that parents and carers play in their child's learning journey. We aim to involve families as fully as possible in school life, recognising the rich contribution they make to each child's development and wellbeing.

We begin building relationships from the term before children start school, offering clear communication, welcoming visits, and introductory information sessions. Our approach is rooted in openness, trust, and shared purpose.

We connect with families in a variety of ways, including:

- Introductory sessions to support transition
- Stay and play sessions to explore learning together
- Reading books shared between home and school
- Parent workshops to support learning at home
- Home-school diaries for ongoing communication
- Parent consultations to discuss progress and next steps

We keep parents and carers up to date with their child's development through regular updates which provide a well-rounded picture of each child's knowledge, understanding, and readiness for Year 1.

Each child is assigned a key person who builds a strong, supportive relationship with the child and their family. This key person ensures that learning and care are tailored to individual needs, supports development at home, and helps families access specialist support if needed. At Amport the class teacher is each child's key person.

Working with other services and organisations is an important part of our practice. Where appropriate, we may share information with professionals to ensure children receive the best possible support.

To support safeguarding and communication, we ask parents and carers to provide more than two emergency contact numbers for their child, where possible.

We are committed to a strong and respectful partnership between school and home, knowing that children thrive when we work together with clarity and shared values.

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.

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 which can be found on our school website.

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 chair of governors.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing. This can be found on our 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 policy, which can be found on our website, for more information.

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:

We comply with infant class size legislation and have 1 teacher per 15 pupils

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. The class teacher working with our reception class holds a paediatric first aid qualification.

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
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9.5 Absence

We're required to promptly follow up on absences.

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

See our attendance policy, which can be found on the school website, for more information on this, including our expectations of parents/carers to report child absences.

9.6 Oral health and tooth brushing

At Amport we actively promote good oral health and overall wellbeing through everyday conversations and routines in the early years. Children are supported to understand:

- The impact of eating too many sugary foods
- The importance of regular tooth brushing

Our wider safeguarding and welfare procedures are outlined in the school's Child Protection and Safeguarding Policy, available on our school website.

9.7 Food and Drink

At Amport, we are proud to be a healthy school and participate in the government's free fruit and milk scheme for under-fives. We are committed to promoting healthy choices and ensuring that all meals, snacks, and drinks provided are balanced, nutritious, and supportive of children's wellbeing. Fresh drinking water is available to children throughout the day.

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 and our catering company ABM.

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 health 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

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 bag (which contains appropriate items for children) in every classroom.

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, 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.

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
- Separate toilet facilities for adults

11. Induction and transitions

Starting school is a significant milestone, and at Amport CE Primary School, we take great care to ensure that every child and their family feels welcomed, supported, and known from the very beginning.

The induction period is a vital time for staff to get to know each child and their parents or carers, including their interests, experiences, and any individual needs. The class teacher is each child's key person who helps tailor care and learning to their needs, builds strong relationships, and acts as a first point of contact for families throughout the EYFS journey.

We begin building these relationships in the term before children start school, through a warm and gradual induction process that includes:

- Two stay and play sessions to explore the classroom and meet staff
- A teddy bears' picnic to build familiarity and joy in the school setting
- Home visits to connect with families in a comfortable environment
- Virtual story time sessions during the summer to maintain connection and excitement
- A School Readiness booklet and personalised timetable to support preparation over the summer break
- A 'meet the teacher' information evening for parents
- Information booklets for parents and a personalised information booklet for each child.

We also work closely with local pre-schools to gather detailed information before children join us. Where possible, staff visit children in their pre-school settings, and families are invited to share insights about their child's learning and development.

We understand that moving from Reception to Year 1 can feel like a big step for children and families. At Amport, we plan transitions carefully to ensure continuity of learning and emotional security.

In the summer term, Reception children visit their new Year 1 teacher and classroom on several occasions to build confidence and familiarity. Reception and Year 1 staff meet to share detailed information about each child's development, progress, and achievement toward the Early Learning Goals. These discussions help Year 1 teachers plan a responsive and appropriate curriculum that meets the needs of every child.

Transitions at Amport CE Primary School are carefully planned to ensure continuity of learning and emotional security. We prioritise clear communication, strong relationships, and a thorough understanding of each child's needs to support a smooth and well-managed move from starting school through to Year 1.

10. Monitoring arrangements

This policy will be reviewed and approved by the headteacher every three years.

At every review, the policy will be shared with the governing board.