



**Quinton**  
Church Primary School

## Early Years Foundation Stage Policy

Policy	Early Years Foundation Stage
Date	January 2025
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The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Our Early Years Foundation Stage accommodates children from the age of 4 to 5 years at Quinton Church Primary School.

Quinton Church Primary School has one full time reception class with 30 places available and a full-time teacher and full-time teaching assistant.

## Our Christian Vision

This policy is embedded in our school's vision that in an inclusive community of love, we are working to ensure that we are all **flourishing together**.

**Flourishing** means becoming the best version of ourselves in body, mind and spirit (John 10:10). It means being loved and recognised for who we are, uniquely made (Psalm 139) in the image of God.

**Together** emphasises the strength, possibilities and encouragement that can be found in community, teamwork and family (Psalm 133:1). It highlights how everyone has a part to play, bringing value and worth to our collective endeavours. It shines a light on our desire to be a community that is inclusive of everyone, whatever their challenges, so that everyone flourishes fully.

To support our vision, we have three overarching Christian Values: **Be kind, Be fair, Be thankful** (Micah 6:8).

- At Quinton everyone matters.
- At Quinton we are ambitious for everyone, with no exceptions.
- At Quinton we are a community.
- At Quinton, our strong, positive **relationships** mean that everyone feels loved, valued, celebrated, represented and fulfilled.
- At Quinton we believe that the children should have a fresh start every day as reconciliation and forgiveness are central to the Christian gospel.

God is love and God made us to love (1 John 4:19). In our school we want to be known for the way we love. Through our values of **kindness, fairness** and **thankfulness** we aim to manage behaviours in a way that ensures the children feel supported, demonstrates justice and ensures fairness to all.

### At Quinton Church Primary School we:

- Know our children and families very well.
- Show love by being kind and compassionate to each other even when we disagree with one another.
- Provide a safe, caring and purposeful environment where children can develop socially, emotionally, spiritually, physically and academically.
- Encourage and help children to be the best person they can be socially and academically.
- Highlight, reward and celebrate positive and good behaviour.
- Encourage independence and self-discipline towards the children being able to take increasing responsibility for their own behaviours.
- Continue to undertake specialised training and develop restorative approaches.

The Early Years Foundation Stage is designed to develop the life skills of resilience, independence, challenge, curiosity, reflection, and questioning. We believe our school should be a place where we all want to be, where children and adults feel safe, happy, and nurtured. Children at Quinton Church experience the seven areas of learning through a balance of objective-led teaching sessions and play-based learning.

### **Our Curriculum**

All Reception settings follow the curriculum as outlined in the [Early years foundation stage statutory framework](#) (November 2024). This clearly defines how and what we teach. The following policy details the specifics of our setting.

To achieve our vision, we believe that the effective use of high-quality continuous provision alongside well-planned enhanced provision and directed activities is the most effective way of ensuring we have highly effective teaching and learning that leads to impactful and sustained outcomes for our children.

Our curriculum is carefully planned to reflect children's starting points. Teaching builds on previous learning so that the children have frequent opportunities to revisit and practise in smaller steps in preparation for what comes next. Children's knowledge and skills are developed through strong foundations and well-planned routines.

Our vision is underpinned by our three overarching values of Kindness, Fairness and Thankfulness as well as the three key learning behaviours of Ready, Respectful and Responsible, which allow our children to become ready to succeed in an ever-changing world. These key values and learning behaviours secure a foundation for future learning and development for our children. We aim to provide a fun, challenging, and rich educational environment so everyone can reach their full potential. We are fully inclusive, and all children are expected to think about the needs of others.

### **Our Curriculum Model**

At Quinton Church Primary School, we have adopted the Early Excellence curriculum model. In the model, continuous provision is the basis for a rich and meaningful curriculum. Both the indoor and outdoor environment is well-planned and carefully organised to support children's predictable interests, developmental schemas and innate curiosity. Layered on top of continuous provision is enhanced provision, which is used to complement and extend opportunities. Continuous and enhanced provision provide a clear structure for active learning and provide the basis for more focused investigations and adult directed activities. (Early Excellence: Guide to Continuous Provision)

### **Aims for the EYFS Curriculum**

By the end of the EYFS year, our children are expected to achieve the seventeen Early Learning Goals which are fall within the seven areas of learning. The seven areas of learning appear as two categories: Prime Areas of Learning and Specific Areas of Learning.

#### ***Prime Areas:***

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

#### ***Specific Areas:***

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

### **The Main Principles of the Early Years Foundation Stage are:**

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured. We encourage a positive approach to all learning opportunities and reward children with lots of praise and encouragement.
- Children learn to be strong and independent through **positive relationships**. We aim to develop caring and respectful professional relationships with children's families.
- 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. We observe children to gain a valuable understanding of their interests and stages of development to help us to create an environment that caters for the needs of all children.
- The importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities (SEND). Our setting allows children the opportunity to explore and learn in a safe and purposeful learning environment. Children learn how to select equipment independently to develop skills in all learning areas.

### **Areas of Learning**

There are seven areas of learning and development, which are all important and interlinked. Three prime areas form the basis for all learning and development. These areas promote curiosity and enthusiasm for learning, confidence and understanding and help children to form good relationships.

The **Prime** areas of learning are:

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

We also support learning in four specific areas through which the three prime areas are strengthened and applied.

There are **four Specific areas** of learning:

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

Quinton Church Primary School ensures that all areas are delivered through a well-planned, play-based approach, with a balance of objective-led and child-initiated activities.

- We place a strong emphasis on learning through play.
- We know that children learn successfully through activities and experiences that interest and inspire them.
- Strong relationships with children, along with ongoing assessments help us to provide children with stimulating, active play experiences.
- Children have many opportunities to think creatively and critically alongside other children and individually.
- Children are able to practise skills, build upon and revisit past learning experiences at their own level and pace.
- Play allows children to pursue their own interests, and to embed and master a range of skills.
- Children learn to adapt, negotiate, communicate, discuss, investigate, ask questions and take risks.
- Teachers and Teaching assistants take an active role in child-initiated play through teaching, observing, modelling, facilitating, questioning and extending play, skills and language.

### **The Characteristics of Effective Learning**

When planning and guiding children's activities all of our practitioners reflect on the different ways that children learn and reflect these in their practice.

The Three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

### **Partnership with Parents**

We believe that education begins at home and therefore work very closely to ensure that parent and carers are involved in what their child does at school. We have an open-door policy where parents are able to speak to any member of the EYFS team about their child's progress and emotional well-being. Research demonstrates that children become more settled and make the most progress when there are strong relationships between parents and staff.

We offer a range of open mornings where parent/carers are invited to come and learn with their children and termly coffee mornings where parents can speak to the Head Teacher. Parents can also speak to any member of the EYFS team when dropping off or collecting children from school or can make an appointment to meet with staff at a convenient time.

We encourage parents to share information about their children's developments or experiences outside of school. We use an electronic system called '*Tapestry*' to chart children's progress throughout the year. The system allows parents to see what activities we have been doing in school to support their child's progress and allows parent/carers to comment on the progress that children have made. This information helps us to gain a better understanding of each child when carrying out assessments or when planning activities.

### **Assessment**

Children are assessed using guidelines from 2021 Birth to 5 Matters document.

We carry out formal and informal assessments gaining evidence from observations during child-initiated learning, conversations with children and parents, adult-led activities and observations of children engaged in conversations with each other.

Informal/ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge.

Baseline assessments using the Reception Baseline Assessment (RBA) take place at the beginning of the school year. The school also carry out their own baseline assessment to determine where the children are at and inform the next steps required. Formal assessments then happen at the end of each term to

determine children's learning needs for the following term. Phonics is assessed half-termly and the outcomes used to inform the next half terms phonics sessions and continuous provision.

Children are assessed to see if they have met the Early Learning Goals (see Appendix 1) in the summer term (no later than the 30<sup>th</sup> June). The EYFS Profile is completed for each child and then the information submitted to the local authority, shared with parents in children's end of year reports and shared with Year 1 teaching staff.

### **Transition**

We recognise that change for young children can be a challenge. To support a smooth and positive transition into Reception, we place a strong emphasis on building early relationships with children and their families. As part of this process, staff visit local pre-schools and nurseries to observe children in familiar settings and speak directly with key workers about each child's individual needs, strengths, and areas where support may be required. These visits help us gain a well-rounded understanding of the children before they join our school. Where possible, we also conduct home visits, which provide an invaluable opportunity to meet children and families in a comfortable and familiar environment. This helps to establish trust and ease any anxieties, ensuring that both children and parents feel welcomed and supported as they begin their journey into formal education.

To support the transition from Reception to Year One, we provide children with opportunities to become familiar with their new classroom environment and staff through carefully planned play-based sessions. These sessions allow children to explore the Year One setting at their own pace, helping to build confidence and reduce anxiety. By using familiar routines and resources within the new space, we create a sense of continuity while gently introducing new expectations, ensuring a smooth and supportive transition.

### **Health & safety and safeguarding**

We adhere to the guidelines for safeguarding and welfare that are stated in Statutory Framework for the Early Years Foundation Stage Statutory (2024)

*“Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them. This section of the framework sets out the safeguarding and welfare requirements providers must meet. They are designed to help providers create a high-quality, welcoming, and safe setting where children can enjoy learning and grow in confidence. Providers must take all necessary steps to keep children safe and well.”*

Children are taught the importance of eating a healthy balanced diet through the Early Years curriculum.

Children in Reception are offered water, milk, fruit and toast during morning

snack time and fruit and water during afternoon snack time. Children bring water bottles to school that they can access throughout the day.

At lunchtimes, children in Reception either can bring a packed lunch or will receive a free school meal. Parents are encouraged to pack healthy lunch boxes. Our school cook offers a variety of healthy lunch options each day from which children can choose. School meal menus are available on our school website.

The school is also committed to the promotion of good oral health.

### **Safeguarding- Use of mobile phones and cameras**

At Quinton Church we take the necessary steps to safeguard and promote the welfare of children. We follow the EYFS Statutory Framework, legal requirements. We also follow the Child protection/safeguarding policy of the school and staff are fully trained and aware of procedures in this area.

Risk assessments for the indoor and outdoor environments and particular activities are carried out on a regular basis. All staff are involved in this process. Additional risk assessments for Reception are carried out by the Site supervisor.

It is our policy at Quinton to have all personal mobiles stored in a safe place whilst supervising children.

Cameras and tablets are used to record progress and to enable the engagement of parents in their child's learning, parents give permission for this to take place. Mobile phones are never used to take photographs of children, staff have school equipment and this is used. Once the photographs are uploaded, they are removed from the camera. Consent for photographs is obtained from parents/carers and are stored appropriately.

At Quinton we comply with the Data Protection Act 1998 and the Freedom of Information Act 2000 we use photographs taken with permission on:

- The school website
- The school tv screen
- On display in school
- Learning journals

Personal mobile phones, cameras and video recording equipment cannot be used when in the presence of children on school premises.

### **Safeguarding and welfare requirements which are found in Section 3 of the Statutory Framework for the Early Years Foundations Stage**

Please read the following policies, which can be found on the school's website:

- **The school's Child Protection and Safeguarding policy for Child Protection**
- **BDMAT Intimate care policy**
- **BDMAT Staff Code of Conduct.**

- **BDMAT Induction policy.**
- **BDMAT Preventing Radicalisation policy.**
- **BDMAT Recruitment and Selection policy**
- **BDMAT Drug and Alcohol policy.**
- **BDMAT Health and Safety policy.**
- **The school's First Aid policy**
- **BDMAT Supporting Pupil at School with Medical Conditions policy.**
- **BDMAT Educational Visits policy**
- **The school's SEND policy and SEND report.**
- **The school's before/after school provision policy if it provides care for pupils in EYFS.**

### **Allergies and Food Preferences**

We keep an up-to-date list of any allergies/preferences (i.e. vegetarian) to prevent children eating forbidden foods. This information is displayed in classrooms and in the school kitchen. Parents are required to share this information on induction forms and during introductory meetings. Parents should keep the school updated with any allergies or dietary changes that differ from induction forms. Children are encouraged to manage their own allergies by remembering what they are not allowed to eat.

### **Medicines**

Parents are requested to inform staff of any medical problems on induction forms and during introductory meetings. We then provide families with any additional support needed in terms of specific medical conditions and appointments. If a child has a specific medical problem, a health care plan will be put in place following consultations with the child's family and school nurse or Health Visitor depending on the age of the child.

Health details are kept in classrooms to ensure that all staff, including supply staff, are aware of any issues. Care plans are placed in the class register for children with allergies or severe medical conditions. Staff will obtain written permission from parents/carers before administering any medicines. Only prescribed medicines will be administered.

Staff will supervise and provide help, if required, for children using an inhaler. Inhalers are kept in a designated area to ensure access and will be taken wherever the child goes. It is the parents' responsibility to ensure that inhalers are up to date.

Staff receive annual training with regard to epilepsy/epi pen usage.

### **Wetting and Soiling**

Each EYFS classroom has access to their own toileting facilities and we teach the children the importance of hygiene, handwashing techniques.

There are occasions when a child might wet or soil themselves at school. Whilst there is no compulsion for the school to deal with a problem of this nature, we would never leave a child in this condition.

In the event of a toileting accident:

- Where appropriate the child will be encouraged to sort the problem out themselves with adult supervision.
- Or
- Two members of staff will help and clean the child if this is needed. Parents are to be informed at the end of the school day if this has occurred.
  - If necessary, the parent/carer will be contacted and asked to come to school and deal with the problem.

Please see our intimate care policy for further details.

### **Suitable People**

#### **Safer recruitment**

All personnel who work in direct contact with children have an enhanced Criminal Records Bureau Disclosure. Records of these are kept within school. Any parent volunteers helping within the setting are supervised at all times. Students who work within school are required to be DBS checked. Records of all staff members are kept within school, records of students and volunteers are also kept. Any visitor or volunteer to school is required to sign in at the Office as they arrive and sign out as they leave.

**Alcohol / Other Substances**

No practitioner will be under the influence of alcohol or any other substance that may affect their ability to care for children at any time.

**Qualifications**

All staff employed within school have appropriate qualifications that range from NVQ and NNEB to degree status. Staff are clear on their own roles and responsibilities as laid out in their current job description. All staff have access to training and professional development in accordance with school requirements.

**Staffing Arrangements**

For children aged three and over in independent schools where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or approved level 6 qualification, or another suitably qualified overseas trained teacher, is working directly with the children for classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children.

Children are supervised at all times. Staff are replaced should they be ill/absent to ensure that correct ratios are maintained. Staff take all necessary steps to keep children safe and well. Staff promote good health; manage behaviour; and maintain records, policies and procedures.

**Premises and Security**

Staff will only release children into the custody of adults named on the admissions form or if a parent has verbally given permission to a member of staff. If for any reason a different adult is collecting a child, the parent/carer MUST inform staff in good time. Failure to do so will mean that staff will not release the child. Under no circumstances will a child be allowed to leave the premises without supervision.

All visitors into School are required to sign in/out at the main reception. All doors have access control to prevent entrance by anyone other than staff members. Parents are informed as to which doors are to be used for entrance/exit from the school premises at the beginning and end of the school day. At any other time, parents are required to come via the main School Reception.

**Procedure for failure to collect a child**

All parents are asked to provide at least two contact numbers on the induction form. The school administrator updates these forms termly. If a child is not collected at the end of the school day staff will continue to care for the child for a further 15 minutes. After this time, an adult will use the contact numbers provided to find somebody able to collect the child. At no time will a child be sent out on his/her own and there will always be an adult supervising the child until they are collected.

## **Suitable Premises, Environment and Equipment**

### **Risk assessment**

Classrooms and outdoor areas are regularly checked to ensure safety. Resources are also regularly checked and a school health and safety policy is in place. There is a daily risk assessment of the environment carried out by a member of the Reception Team.

### **Premises**

There are clearly defined procedures should there be a fire. All fire exits are clearly labelled and all staff are aware of the correct fire procedures. Fire drills are conducted frequently. All fire equipment is regularly checked.

### **Spaces, Furniture, Equipment and Toys**

Space for children meets the legal requirements for 3 to 5yrs. Children have constant access to an outdoor area every day. Outdoor resources are stored in locked sheds.

All records are stored in a confidential place. Staff have access to a staffroom for lunchtime. All premises have access for the disabled.

### **Complaints Procedure**

If a parent/carer should have a complaint or an issue to resolve, they are encouraged to discuss this with their child's class teacher in the first instance. Should the parent/carer feel that their complaint has not been resolved they are asked to make an appointment to speak with the Headteacher. The complaints procedure can be found on the school website or a copy obtained from the school office.

### **Policies and Procedures**

The Early Years Foundation Stage adheres to the following whole school policies and procedures:

- Admissions Policy
- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy
- Best Value Statement
- Safeguarding and Child Protection Policy
- Computing Policy
- Exclusions policy
- Home School Agreement
- Parent and Carers Code of Conduct
- Pupil Premium Policy
- Special Educational Needs Policy
- Equality Information and Objectives Policy
- Uniform Policy

All policies can be located on the school website.  
Please see the website for the safeguarding policy

## **Appendix 1**

### **The Early Learning Goals: The Prime areas**

#### **Communication and language**

##### **ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

##### **ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

#### **Personal, Social and Emotional Development**

##### **ELG: Self-Regulation**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

##### **ELG: Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



### **ELG: Building Relationships**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

### **Physical Development**

#### **ELG: Gross Motor Skills**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

#### **ELG: Fine Motor Skills**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

### **The Early Learning Goals: The Specific Areas**

#### **Literacy**

##### **ELG: Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

##### **ELG: Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

##### **ELG: Writing**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

**Mathematics****ELG: Number**

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**ELG: Numerical Patterns**

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Understanding the world****ELG: Past and Present**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

**ELG: The Natural World**

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Expressive Arts and Design****ELG: Creating with Materials**

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role-playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.