

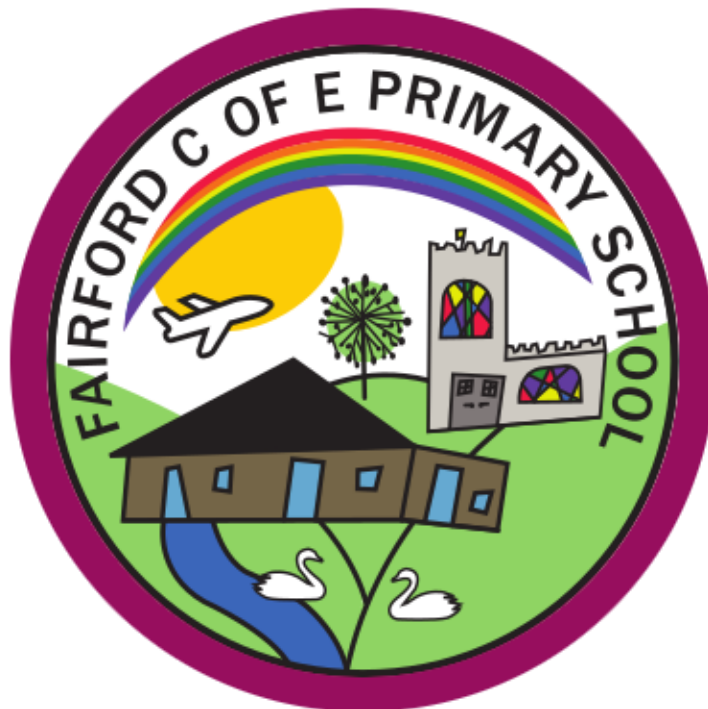


FAIRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Isaiah 49:16 'I have written your name on the palms of my hands'.

Actively learning together in a safe, happy environment shaped by the certainty that each individual is loved and known by God.

Fairford C of E Primary School



EYFS Policy

Reviewed by Curriculum and Standards Committee: 2026

Date of next review: 2028

Fairford Church of England Primary School Early Years Policy

Our school vision is:

Isaiah 49:16 'I have written your name on the palms of my hands'.

Actively learning together in a safe, happy environment shaped by the certainty that each individual is known and loved by God.

At Fairford Primary School we have chosen those values that best reflect our thoughts as a school and community:

Perseverance

Friendship

Respect

Forgiveness

Trust

Thankfulness

1. Policy Statement

1.1 Early childhood is the foundation on which children build the rest of their lives. At Fairford we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. Early Years at Fairford begins aged two when children attend our nursery and continues to the end of the Reception year aged five.

1.2 Our school's Christian Values are at the heart of the caring and positive environment that we provide which enables each individual and unique child to reach their full potential. We ensure that every child feels secure, valued and confident and provide a curriculum and learning environment which is designed to be memorable, inspiring and develop a lifelong love of learning. The time the children spend in Early Years sets the basis for all future learning, therefore we continually focus on ensuring the children gain the foundations of knowledge, understanding and the skills they need in order to progress throughout the rest of the school and beyond. Encouraging a passion for reading and love of stories is of particular importance to us at Fairford as we see reading as the key skill to unlock future learning and success.

1.3 We follow the EYFS statutory framework -

https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf

Development Matters (2023) is also used to support our Early Years curriculum.

https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf

1.4. Within the framework there are four guiding principles which shape our practice. These are set out below.

- **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children 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 carers.
- Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

2. Policy Aims

This policy aims to ensure:

- that children access a broad and balanced curriculum that provides them with the wide range of knowledge and skills needed for 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.
- close partnership working between practitioners and with parents and carers and;
- that every child is included and supported through equality of opportunity and anti-discriminatory practice

3. Early Years Foundation Stage (EYFS) Curriculum

3.1 Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

3.2 Prime areas. There are three areas that are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships, and thriving. These are called the Prime Areas.

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

3.3 Specific Areas Four further areas help children to strengthen and apply the Prime Areas. These are called the Specific Areas_

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

3.4 Sequential Curriculum Throughout their time in EYFS our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of Reception year goals. These goals are defined as Early Learning Goals (ELGs); the descriptors for these can be found in the Appendix.

3.5 Effective learning. Weaving throughout the EYFS curriculum at Fairford are three **Characteristics of Effective Learning**, set out below:

- **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 ;and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

These elements underpin how we reflect on each child's development and adjust our practice to meet their needs. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

4. Planning the curriculum

4.1 Themes.

Our curriculum is planned through a series of themes, offering experiences in all areas of the curriculum. Each curriculum area is carefully considered in order to provide a broad and balanced curriculum with opportunities for play and child-initiated activities. Planning and provision is a changeable process throughout children's journey with us from 2-5 to ensure that the provision at all times supports children's current needs.

4.2 Long Term Planning

We have created a framework, which gives structure and coherence to the curriculum by breaking down knowledge and skills. Specific books are planned for each of the terms and the early learning goals and educational programmes are distributed over the terms, to determine broad and balanced coverage. Some early learning goals provide a focus for certain terms, particularly those relating to Understanding of the World and Creative Development.

4.3 Medium Term Planning

We address aspects of the curriculum in more detail for each term. We include links between areas of learning and development and opportunities for ICT. Learning objectives, assessment opportunities and activities and experiences for each area of learning and development are identified. Curriculum letters and overviews are shared with parents and children at the beginning of each term.

4.4 Short Term Planning

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. This allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment.

Little Explorers weekly planning sets out in more detail how that week's focus theme will be covered and what the expectation are for the children. The weekly plan also detail s the weekly writing, phonics, maths, fine and large motor activities and skills that will be covered.

5. Staffing and Organisation

Our Early Years provision consists of a nursery for children from the age of 2 with capacity for 24 children and a Pre-School for children from 3+ with capacity for 28 children. The Pre-School Lead Practitioner along with further Pre-School Practitioners are responsible for the day-to-day learning and smooth running of Little Explorers. In addition, we have an official capacity for 30 children in their Reception year (officially from September 2026) and one classroom with additional large corridor space and adjacent outdoor area. Our Reception class has a full time teacher and teaching assistant.

6. Assessment

6.1 Formative assessment of the children's learning is gathered through observation and through informal activities to gauge understanding and is ongoing. These assessments inform the next steps in a child's learning and go towards building up a profile of their development.

6.2 Baseline Assessment – When children start Little Explorers and Reception, a baseline assessment is carried out against Development Matters checkpoints through observations. In addition, during the first 6 weeks, the Government 'Reception Baseline Assessment' is conducted with all Reception children.

6.3 Assessment in Terms 2, 4: Reception and Little Explorers staff record attainment for all 7 areas of development against Development Matters checkpoints and make best judgements as to whether children are on track to attain the end of the year expectations for their year group. This information is used to plan children's next steps. In Reception, ELS Phonics assessment takes place termly with 'Phonics Tracker' and the results are used to plan bespoke interventions to quickly close any gaps in phonics knowledge.

6.4 End of the year assessment - Reception children will be assessed against each of the Early Learning Goals (ELGs). The ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for Year 1. Judgements will be made against each of the ELGs indicating whether each child is:

- meeting expected levels of development, or
- not yet reaching expected levels ('emerging')

These results will be shared with parents/carers as part of the end of year report and will also be passed on to the Year 1 teaching staff as part of the school transition process.

6.5 Little Explorer children are assessed against the 3-4 year checkpoints at the end of Pre -School.

7. Classroom Organisation and Resources

7.1 The organisation of the classrooms reflects the importance that is placed on children learning through play and first-hand experience; it allows them to develop their independence and to have the opportunities to initiate their own activities. EYFS at Fairford consists of a corridor leading to 3 classroom spaces with the potential of 4 classroom spaces if we ever take in a larger cohort than 30. All classrooms have access to a shared outdoor area. One classroom is home to our Nursery from 2, one classroom is home to our Pre-School from 3 and 1 classroom is home to our Reception classes.

7.2. Each area of the EYFS curriculum is reflected in the set-up of the classrooms, with activities to enhance all areas of learning, therefore helping to develop the 'whole child'. These areas are used as part of our continuous provision for both adult and child led activities. Example areas of the learning environment include:

- Creative Area –with easels, paper, paint, junk modelling etc;
- Role play – with dressing up clothes and props, which link to the current topic; and
- Sand/water tray – with range of toys e.g. buckets, scoops, spoons, clipboard etc that can be used to enhance their learning in a wide range of curriculum areas e.g. Mathematics – counting, Writing – recording how many scoops, Personal, Social and Emotional development –turn taking, Physical Development –both fine and gross motor skills. The possibilities are endless!

7.3 Outdoor space. Full use is also made of our outdoor learning environment, with children accessing the outdoors on a daily basis and through our weekly Forest School sessions, where the children use Watkins Wood area for Forest School activities, within our school grounds. This is, of course, in addition to accessing the whole school resources such as the hall for PE, IT resources and the school library and so on.

8.1 Induction process into Pre School

When a parent shows interest in their child starting Little Explorers they are in the first instance offered a tour of the setting where they are given a brief overview of what we do and how a day a Little Explorers looks.

When paperwork has been submitted, sessions and start date are assigned to a child and agreed by parents.

Closer to their desired start date, further paperwork is sent to the parents and once returned, a key worker is allocated. The key worker will then go through the paperwork and get to know the child before they start.

The family are then offered two one hour settling in sessions. During the first session the keyworker will go over the paperwork with the parents and spend time playing and getting to know the child. On the second visit the parents are encouraged to leave the child for the hour and the keyworker will then spend time playing and getting to know the child.

The next steps for the child are dependent upon these settling in sessions, if the child is happy and settled then they will start according to their agreed days and sessions. If more time is needed to settle then a more bespoke settling in period is offered and discussed with parents.

8. Induction Process from Pre School to Reception Class

At Fairford, we do the following to promote a smooth transition into school.

- **Visiting Pre-School Settings**-Class teachers visit all Pre-School settings to see children in their current environment and to discuss the child's well-being and personality and to relay any safeguarding concerns.
- **Home Visits**-In September, Reception teachers conduct home visits for all children in their class during the first week of school. This enables:
 - parents to give staff up to date information about their children and have a forum to share confidential information or to ask questions about their child's start to school;
 - children to become familiar with staff to help with a smooth first day at school; and

- teachers to begin to build a picture about the child including their interests which helps planning for the first week.
- **Taster Morning**-The children attend a taster morning in Term 6 before they start school. Children who require more support with transitioning into school such as children with SEND may visit their Early Years class on a more frequent basis with their parents/carers.
- **School Events**-Children are invited to events throughout the year to familiarise themselves with the school e.g. Our Pre-school bring the children to watch the Early Years Nativity play in the school hall and our Prayer Space event and families are invited to the Summer Fete and Christmas Bazaar.
- **Parents Information Evening** - An information meeting is held for all parents to attend where parents/carers can meet the Early Years staff and the school Senior Leadership Team. At this meeting, parents/carers will be introduced to the school procedures and curriculum, as well as being given helpful tips to ensure that the transition to school is a smooth and enjoyable process for both children and parents/carers. A document pack will also be given out at this meeting, providing more information on the curriculum and school routines.
- **Settling In** The induction period in September is considered very carefully to ensure that children's transition to full time school is as smooth as possible. Children have half days in smaller groups for the first week, followed by half days including lunch together and full time by week 4. This allows:
 - children to feel secure in their new environment and gradually build up to full-time attendance.
 - the practitioners to get to know the children individually and establish good relationships.
 - the Reception teachers to carry out important first observations and initial assessments.

Admission on a full-time basis is introduced at the beginning of week 4, Term 1 unless it is mutually agreed between parents, the EYFS leader and the head teacher that the child will benefit from a continuation of the part-time arrangement. A child reaches statutory school age at the beginning of the term following his/her fifth birthday.

9. Working in Partnership with Parents

We recognise that parents/carers are the child's first and most enduring educators. When parents/carers and practitioners work together in Early Years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge, and expertise. We develop this by:

- outlining the Reception curriculum to Parents/carers during the new parents' meeting in July, to enable them to understand the value of supporting their child's learning at home;
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first term of the child's Reception year to detail how we aim to work with their child, particularly in relation to reading, writing and Maths;
- curriculum letters and overviews are sent home each term to keep parents informed of their child's current curriculum and learning needs, with an outline of activities which could be undertaken at home to support these;

- operating an “open door” policy, whereby parents/carers can come and discuss concerns and developments in an informal manner and can add to Learning Journeys;
- inviting parents/carers to help in the Reception class or other classes in the school and to accompany children on school visits;
- encouraging parents/carers to listen to their child read regularly and to encourage the completion of relevant learning activities to be continued at home;
- providing Spring term progress report detailing progress and next steps and an annual written report to parents/carers in July summarising the child’s progress against the Early Learning Goals;
- holding child/parent open days/celebration events and workshops to enable parents to work alongside their children such as our Carols and Crafts afternoon in term 2 and Easter Feast day in term 4.
- arranging a range of activities throughout the year that encourage collaboration between child, school, and parents: stay and play sessions, celebration assemblies, school visits and activity days;
- discussing individual next steps and progress with parents/carers at parents’ evening in Autumn and Spring terms;
- any concerns over special needs will be discussed with parents and the Special Needs Co-ordinator (SENCO) for the school; and
- all parents will be invited to join Friends of Fairford (PTA), our Parent and Teacher Association, who run a wide range of fundraising events across the year and provide the school with valuable financial support.

10. Reception to Year 1 Transition

Reception and the Y1 team work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

At Fairford:

- children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the Reception year;
- Reception practitioners plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support;
- Reception children meet their Year 1 teacher during assembly, playtime, and other whole school activities during the Reception year;
- individual Learning Journey folders are passed on to Year 1 teachers;
- an end of year class data is passed on to Year 1 teachers;
- Reception and year 1 teachers meet to discuss the individual needs of children in July;
- Reception children visit their new Year 1 class and teacher for a 1½ hour session in July for change over day;
- there is an overlap in approach and routines; for example, snack time, behaviour systems, timetables; and
- Year 1 children continue to enjoy practical learning experiences and play based learning in their first term in Year 1.

11. Equal Opportunities

11.1 provision for all. At Fairford we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models,

are aware of the influence of adults in promoting positive attitudes and prepare pupils for life in a diverse and multi-faith society.

11.2 Inclusion. Children with special educational needs will be given appropriate support to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs, for example diabetes, thus increasing the adult/pupil ratio.

11.3 Support. Children's 'My Plans' identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs and Disability Policy. The EYFS leader would discuss these targets with the child and his/her parents/carers. Progress is monitored and reviewed every term. The school's SEND Co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. For further information see Special Educational Needs and Disability Policy.

12. Safeguarding

Safeguarding in the EYFS is taken very seriously. In addition to the practices outlined in our 'Safeguarding and Child Protection Policy we also have a Collection and Notices board to ensure all practitioners are aware of changes to children's normal collection arrangements and other information that may be shared by parents at the beginning of the day.

13. Health and Safety

Please refer to our Health and Safety Policy with specific reference being made to Risk Assessment and Medical needs (First Aid Training). Additional reference should also be made to the EYFS Risk Assessment highlighted in Weekly Planning. In addition, in line with the EYFS statutory framework, at Fairford we undertake:

- a whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date ;
- fresh drinking water is always available; and
- children's dietary needs are recorded and acted upon when required.

14. Safeguarding and welfare procedures

14.1 Welfare. 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 are able to enjoy learning and grow in confidence.

14.2 Staffing. 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 nursery ratios of 1: 5 for aged 2+, 1:8 for 3+ or 1: 13 when supported by a Level 6 practitioner and the Infant class size legislation and have at least 1 teacher per 30 pupils; and

- we determine ratios guided by all relevant ratio requirements and by the needs of the children within the group.

14.3 First Aid. 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.

In Little Explorers as per statutory framework all staff are Paediatric First Aid trained

14.4 Supervision. During snack and lunch times the children in Early Years are supervised by staff and there is always a Paediatric first aid trained member of staff in attendance. We have implemented changes in line with the DFE EYFS Nutrition guidance to ensure safety when eating

https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf

14.5 Health. We promote good oral health, as well as good health in general, in the early years by discussion and, where possible, having dentists to visit and lead sessions. These sessions include talking to children about:

- the effects of eating too many sweet things; and
- the importance of brushing your teeth.

The rest of our safeguarding and welfare procedures are outlined in our school's Child protection and safeguarding policy.

15. Relevant School Policies

This policy should be read and construed in conjunction with the following policies, plans and procedures, available on the school website, all of which apply to EYFS at Fai rford Church of England Primary School except those provisions which relate to teaching and learning and the curriculum for school years 1-6:

- Accessibility Plan
- Complaints Procedure
- Data Protection and GDPR Policy
- Equality and Diversity Policy
- FGM Policy
- Health and Safety Policy
- Online Safety and Acceptable Use Policy
- Safeguarding and Child Protection Policy
- SEND (Special Educational Needs and Disability) Information Report
- Supporting Children with Medical Conditions Policy
- Whistleblowing Policy

16 Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Head teacher, KS1/EYFS Co-ordinator and EYFS leader, and will be reviewed by the Governing Board or an appropriate committee of the Governing Board every two years or more frequently if considered appropriate.

Appendix: The Early Learning Goal Descriptors

Communication and Language

ELG: Listening, Attention and Understanding

- 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

- 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

- 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

- 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

- 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

- 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.

Literacy

ELG: Comprehension

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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.