

EYFS POLICY

'...like a tree firmly planted by streams of water which yields its fruit...'

Psalm 1v3

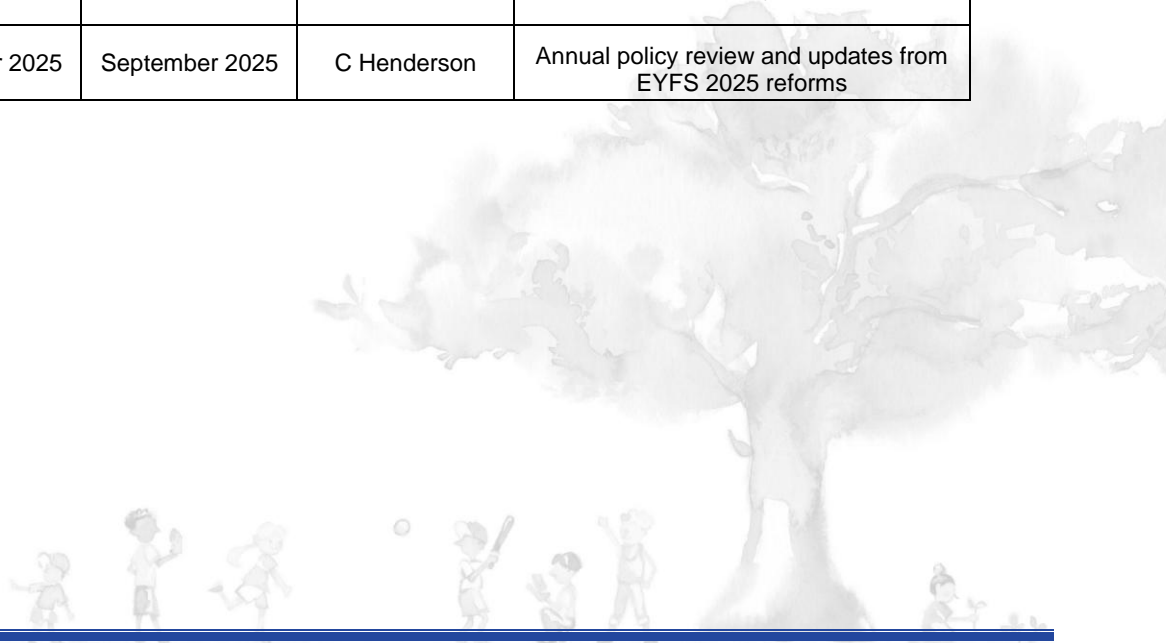


Bollinbrook CE Primary School EYFS policy

Recommended by	Claire Henderson
Approved by	Lynne Le Marinel
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Legal Status	

CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
1.1	27.7.22		J Chadwick	Annual policy review
1.2	September 2023	September 2023	L Le Marinel	Annual policy review / staffing update
1.3	September 2024	September 2024	C Henderson	Annual policy review
1.4	September 2025	September 2025	C Henderson	Annual policy review and updates from EYFS 2025 reforms





Mission Statement

... 'a tree firmly planted by streams of water which yields its fruit...' Psalm 1v3

At Bollinbrook CE Primary the Christian value of 'Love' is at the heart of who we are as a community. We teach our children to be rooted in Jesus Christ so they develop a love of learning that supports their academic, emotional and spiritual growth. If rooted in Christ, children can grow into who they were created to be. Based on Psalm 1v3, 'like a tree firmly planted by streams of water which yields its fruit...' We are helping our children grow spiritually, emotionally and academically laying firm roots that will provide strong foundations and bear fruit that will help them on the next stage of their educational journey.

Bollinbrook CE (A) Primary School

Early years foundation stage policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. At Bollinbrook we have provision for 30 Reception aged children, aged 4-5. To ensure best practice we have two adults, one teacher and one teaching assistant attached to the class. In addition to this we have support staff who also work within the classes and provide extra support and intervention where needed.

Aims and objectives

At Bollinbrook CE (A) Primary school we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

"When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow." [Development Matters](#)

At Bollinbrook CE Primary School, we are all treated as unique individuals and are given encouragement and opportunities to achieve our full potential. Relationships with all are built on the Christian values of respect, honesty and love. We want children to feel safe and secure in a friendly learning environment in which positive behaviour is promoted and success is shared. All children have access to a balanced, inclusive and creative curriculum through individual learning styles. In EYFS our priorities are based upon the child being happy, settled and secure in the setting which then allows them to be ready to learn and develop a love of learning for their future.

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support



- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and self-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

Teaching and Learning

Our curriculum for the Early Years recognises that we are developing the 'whole' child and aims to meet all their learning needs, as well as their need to develop socially and emotionally and become a person in their own right. We encourage a positive attitude to learning. Our approach to learning prioritises first hand experiences, play and independence.

The EYFS is based upon four guiding principles:

- 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/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

Alongside these guiding principles the EYFS is based on seven key features of effective practice as set out in [Development matters 2023](#)

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents





Areas of Learning

The EYFS is made up of three prime areas of learning.

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

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

There are four specific areas of learning:

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

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

All seven areas of learning and development are important and interconnected.

Characteristics of effective learning

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

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

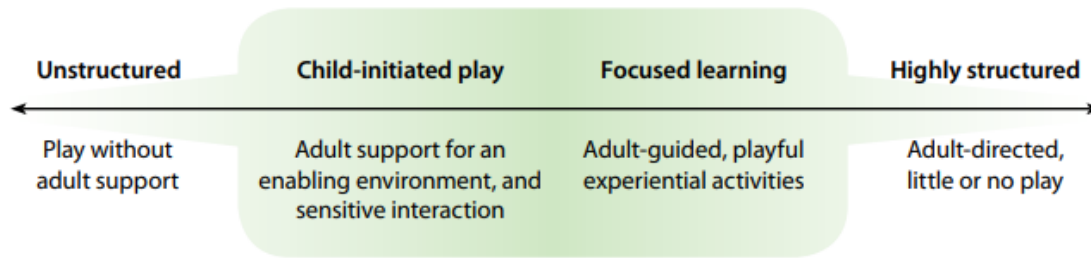
creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things [Statutory framework with 2023 updates](#)

The children are exposed to a wide range of experiences throughout their time in EYFS and these are implemented through the 7 areas of learning. The children may be taught as a whole class in small groups or individually.

The best outcomes for children’s learning occur where most of the activity within a child’s day is a mixture of:

- child-initiated play, actively supported by adults

- focused learning, with adults guiding the learning through playful, rich experiential activities.



At Bollinbrook adults work with children on self-initiated and adult-led activities. We plan learning from the children’s needs and interests. We work closely with parents and carers to discover their children’s interests out of school and combine this with our knowledge of the children from their interactions and lines of enquiry. The environment supports children to be fully engaged in purposeful play of their own choice and interest. The aim is to organise the setting - including the time, the resources and the adults - to ensure that the majority of the children display deep levels of engagement for the majority of the time. If that happens, then we can be confident that they are making good progress. The resources (as well as the areas) are assessed and reviewed constantly with changes made as necessary.

“Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.” [Early years inspection handbook for Ofsted-registered provision for September 2021](#)

The daily routine is organised to maximise the amount of time the children can become deeply engrossed in their learning. After morning register, maths and phonics sessions the doors to the outdoor area are opened and the children are able to freely access the indoor and outdoor learning environments. During the transition period the children learn where the resources are and how to tidy them away independently. This is a crucial time where these routines are learnt, and when done successfully allows the children to be independent learners, selecting and tidying away the resources for the year ahead.

Our outdoor area is designed to support all areas of the children’s development, on a large scale. Mark making will be with chalk, paint brushes and water etc. as opposed to the indoor area having pencils, pens and crayons. Outside there is space for gross motor activities, such as accessing balance bikes, as well as den building, a mud kitchen, digging area, garden, sand pit, a water area, construction, a stage area, and role play. During the school day we have extended periods of free flow time, a permanent snack area where the children will learn to always make sure there is an adult present when eating adhering to the 2025 EYFS framework guidance on ‘Safer eating’ https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS_framework_for_group_and_school_based_providers_.pdf; there will be focused group time for maths, whole class reading, story time, worship and also a time where we reflect on the learning that has happened that day or has been shared on Tapestry (our online learning journey system) from parents and carers. By working from the children’s interests, we ensure that there are high levels of engagement and we capture those ‘WOW’ moments where children’s learning is visible. Floor books are used to record the children’s learning in maths, PSHE, and thematic learning and child-led learning. These are readily available so the children can reflect on their learning, respond with comments and contribute their ideas.



Consultation: Use of Outdoor Areas (Awaiting Outcome)

- The school is monitoring the DfE's proposal to allow outdoor areas to count toward indoor space ratios for children aged 2+.
- Reception provision already prioritises daily outdoor learning in line with current requirements.

Assessment, Recording and Reporting

Assessments are made in line with the EYFS

- Daily practice includes observations of children's development and progress
- Discussions are held with all adults in EYFS about individual children's development and next steps
- Significant observations of children's achievements are recorded in their online learning journeys which are shared with parents and a floor book contains whole class learning upon which the children can return to and reflect on their learning
- An end of year report is provided to all parents/carers on their child's development against the seven areas of learning
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning

During the first 6 weeks of the Autumn term in EYFS, the teachers assess the ability of each child using the statutory Reception Baseline Test [Reception Baseline](#) along with our own observations.

Inclusion

We value the diversity of individuals within the school and believe that every child matters. All children at Bollinbrook CE (A) Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning. We are a caring school and have a supportive and experienced team working throughout the school. Practitioners plan for the individual learning requirements of those children who need additional support or have particular needs or differing abilities, using Education and Health Care plans (EHCP). We involve other agencies, where necessary, to observe and assess children with special educational needs. Support is available from a range of sources including speech and language therapy, visual impairment team Cheshire East Autism Team (CEAT) and educational psychology. When necessary, we employ support staff working with a designated child with special educational needs. We encourage parents of children with special educational needs to keep us informed of developments and also to work with us to enable the school to do what is best for their child, both in terms of their learning and also their care and supervision.

Positive Relationships

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

Partnership with Parents

We recognise the role that parents have played, and their future role, in educating the



children. We do this through:

- talking to parents about their child before their child starts school;
- the teacher has contact with the child in their previous setting prior to them starting school
- the children have the opportunity to spend time with their teacher before starting school during induction sessions;
- inviting all parents to an induction meeting during the term before their child starts school;
- using Tapestry (online learning journals) to share with parents their child's learning and progress and encouraging parents to talk to the child's teacher if there are any concerns.
- arranging a range of activities throughout the year to encourage collaboration between child, school and parents: stay and play, class assemblies, sports day, etc.
- providing parents with opportunities to share information about their child's achievements out of school and what they are proud of, which then feeds into planning and the child's learning journal.

Safeguarding and welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.' [Statutory framework with 2023 updates](#)

At Bollinbrook CE (A) Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2023.

- safeguard children
- ensure the suitability of adults who have contact with children;
- promote good health
- manage behaviour
- maintain records, policies and procedures

Keeping safe

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Updates from DfE EYFS policy 2025

1. Safeguarding and Child Protection

Designated Safeguarding Lead (DSL)

The DSL for EYFS (Reception) is Lynne Le Marinel. Their responsibilities include overseeing all safeguarding arrangements, ensuring staff are trained appropriately, and acting as the first point of contact for concerns.

Staff Recruitment and Vetting



All staff, including apprentices and volunteers, must:

- Provide at least two professional, specific references.
- Undergo enhanced DBS checks prior to employment.
- Receive safeguarding induction before engaging with children.

Safeguarding Training

- All EYFS staff must complete safeguarding training upon induction and refresh this at least every two years.
- An annual safeguarding update will be provided to address new risks and contextual issues.

2. Attendance and Absence Monitoring

- Parents/carers must report all absences by 9:00 AM.
- Unexplained absences will be followed up by the school office and escalated to the DSL if there are concerns.
- Each child must have **at least two emergency contacts** on record. These must be reviewed and updated termly.

3. Paediatric First Aid (PFA)

- A qualified PFA-certified adult will be present **at all times**, including during:
 - Snack time
 - Lunchtime
 - Outdoor play
- Any student, apprentice (16+), or volunteer (17+) counted in ratios **must hold a valid PFA certificate**.

4. Nutrition and Safer Eating

- Staff must sit facing children during all meal and snack times to:
 - Supervise eating
 - Detect signs of choking
 - Prevent food sharing
- All allergy, intolerance, and dietary needs will be documented on individual healthcare plans and known to all relevant staff.
- Our provision follows the **DfE's 2025 Nutrition Guidance for Early Years Settings**, with menus developed to reflect age-appropriate, balanced meals. [EYFS nutrition guidance 2025](#)

5. Privacy and Personal Care

- All toileting and nappy changing routines are managed with respect to children's dignity.
- Procedures ensure:
 - Supervision for safeguarding
 - Privacy where possible (e.g. one-to-one support, closed cubicles)
 - Clear hygiene protocols



6. Whistleblowing

- Staff are encouraged to report concerns about conduct, safeguarding or unsafe practices.
- They may do so via:
 - The DSL or Headteacher
 - The school's Whistleblowing Policy
 - External contacts (e.g. NSPCC Whistleblowing Helpline: 0800 028 0285)

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting school

Parents of all children starting in the next academic year will be invited to an Induction Meeting in the summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff

- Give a tour of the indoor and outdoor learning environments
- Briefly explain the EYFS curriculum
- Explain about uniform, PE kit and school dinners/ free school meals
- Purchase uniform and book bag if requested
- Explain the arrangements for the gradual induction in to reception new class sessions
- Explain how you can be involved in school, introduce PTA 'Friends of Bollinbrook'.
- Introduce parents to before and after school care, and holiday club provider.

Throughout the year children attending Bollinbrook Preschool visit the EYFS class for continual transition sessions. During these sessions' activities are planned for the children to access alongside the continuous provision. Staff from the preschool will accompany the children on these visits and support the school staff in getting to know the children and their individual needs.

Children attending Private, Voluntary or independent settings are visited by the EYFS staff in their current setting before they join us at Bollinbrook. During these visits staff share photographs of the setting and leave a set of school uniform for the child to play with and practice putting on. Ideally the staff have the opportunity to have a discussion with the Key Workers and to share the children's learning journey.

During the official transition period the children will have several opportunities to come in to school to meet their new teacher and the other children in their class. This means that before they join their new class the Reception environment and the routine is already a familiar place to them. On the first two visit they will come for the morning and will have a school dinner as part of the session. These sessions are arranged with half of the new class so that staff are able to meet the needs of all children. Parents can leave their child during these sessions and are welcome to stay to settle their child in.

September intake

When children join the school in September, they will attend full time.



Transition to Year 1

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children during the summer term. Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term. In line with the EYFS Framework the EYFSP for each pupil is discussed with the Year 1 teacher to ensure continuity across phases.

Monitoring and Reviewing

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Headteacher and EYFS lead will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Quality of Education committee of The Governing Body will also be part of this process.

Policy Review and Implementation

- All staff will receive a full briefing on these policy updates during September INSET.
- This EYFS policy will be reviewed annually or sooner if further DfE changes are issued.

