The Slough and East Berkshire C. of E. Multi Academy Trust

Colnbrook C. of E. Primary School

Early Years Foundation Stage Policy (EYFS)

Owner:	Senior Leadership Team
Ratified by Governing Body:	N. A. Weeks
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"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9

Our Vision Statement

At Colnbrook we want to grow young people who believe in themselves, so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

Aspiration, Resilience, Respect, Responsibility, Community, Compassion.

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad 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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. 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.

3. Structure of the EYFS

Our Early Years Unit is comprised our nursery for 3-year-olds and our reception class. We have created an environment that is welcoming, stimulating and child centred. Within Early Years:

- We aim to enable every child to develop their full potential at their own pace.
- We aim to encourage every child to increase their existing skills, knowledge and understanding.
- We provide opportunities for children to engage with others and their environment.
- Our curriculum is devised to acknowledge children's own interests and will involve children in the process of developing it. By giving learning a purpose and application; skills for communication, reading, writing and solving mathematical problems will become meaningful and more desirable.

To extend the learning experiences during this important phase of your child's life; we have developed our Nursery and Reception classrooms into an Early Years Unit.

- Children have access during the day to both classrooms, the different staff and resources each curriculum area has to offer.

- Children have access all day to our large outside area. The outdoor environment provides a dynamic and natural space for learning and development for our children. We place great importance in our outdoor learning.
- All children will access outdoor provision every day in all weather (unless a red warning has been issued by The Met) with suitable clothing.

"Outdoors, children can have the freedom to explore different ways of 'being', feeling, behaving and interacting; they have space - physical, mental and emotional. They may feel less controlled by adults and are able to learn in the way that comes naturally to them - through play." (Learning Through Landscapes)

The play that children engage in both inside and outside is part of their learning and the learning opportunities planned by adults are there to stimulate and challenge children.

'Practitioners must consider the individual needs, interests and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development' (Revised EYFS 2014)

- Our staff are there to facilitate learning. We do this through observations and interactions.
- Our staff know the children very well and have sound understanding of child development. This ensures that the adults enhance and extend each child's learning at the appropriate level.

Learning to learn is a vital part of the EYFS curriculum and it is something that we will help children with in order to support them to become effective life-long learners.

4. Curriculum

Our early years setting follows the curriculum as outlined in the statutory framework for the Early Years Foundation Stage (EYFS). We use Cornerstones resources to plan our curriculum.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

The EYs Lead, leads planning of activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

It is important to have structure to planning that creates and embeds mastery of planned activities and learning environments. Activities are to be planned to be in theme with that weeks' topic and story book. This is to give all children expose to new stories, topics and learning opportunities at the same time. Planning will also take into account significant moments in time throughout the year for all children, such as Diwali, Chinese New Year, Eid.

To embed learning behaviours that gives children focus and mastery, activities are to be changed weekly. Mastery and extension is achieved through high levels of interactions from all adults in the room. We are there to facilitate children's learning through play and not just letting them play.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children move into Reception, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Focusing on transitional behaviour will enable children to be ready for formal inputs and create an environment of good listening behaviours. This allows children to fully engage in their carpet time learning and understand the certain times for lock on learning and showing respect for others. Transitional behaviour means any form of movement from one structure time to another. For example, coming into school, moving into class groups, moving from free choosing to carpet time then carpet time to lunch etc.

5. Assessment

At Colnbrook C. of E. Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Throughout Early Years, staff review children's progress and provide parents and/or carers with access to Tapestry, an online tool where learning can be shared. Staff meet with members of the senior leadership team regularly to discuss pupil progress and plan support where it is required.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

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

6. Working with Parents and School Readiness

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

6.1 Home Visits

To support a positive transition into school, home visits may be offered to families before a child starts at Colnbrook C. of E. Primary School, including children joining at the beginning of the academic year and those admitted during the school year. These visits provide an opportunity for staff to build positive relationships with children and families, gather information about children's interests and needs, and support a smooth and successful transition into school.

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

6.2 Personal Hygiene

We work closely with parents and carers to support children's personal development, independence and readiness for school. In line with government guidance, we encourage families to work towards children being toilet trained and able to manage their personal hygiene as independently as possible before starting school. We recognise that some children may have identified medical, developmental or additional needs that impact toileting. In these circumstances, the school will work collaboratively with families and relevant professionals to ensure appropriate support and reasonable adjustments are in place.

6.3 Screen Time

We also recognise the importance of healthy habits beyond the school day. In partnership with parents and carers, we encourage the development of routines that support children's learning, wellbeing and overall development. The school recommends that children in the Early Years Foundation Stage have no more than one hour of recreational screen time per day outside of educational purposes, in line with current health guidance. Families are encouraged to prioritise opportunities for conversation, shared reading, imaginative play, outdoor experiences and physical activity, all of which play a vital role in developing children's language, social skills, physical development and readiness for learning.

7. Staff

7.1 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

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

7.2 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 school's safeguarding policy for details of our safer recruitment procedures for more information.

7.3 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, following the SEBMAT Whistleblowing Policy.

8. 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.

Staff will follow procedures set out in the school's safeguarding policy if concerns are identified.

We promote good oral health, as well as good health in general, in the early years by:

- Talking to the children about the effects of eating too many sweet things
- Discussing the importance of brushing your teeth
- Promote developing good relationships through our PSRHE programme of learning (Jigsaw).

We follow statutory guidance for safety around supervised tooth brushing.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

9. Monitoring arrangements

This policy will be reviewed and approved by the senior leadership team every year.

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

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy on the school website.
Procedure for responding to illness	See Health and Safety Policy and First Aid Policy.
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy.
Emergency evacuation procedure	See Health and Safety Policy.
Procedure for checking the identity of visitors	See visitor's procedure.
Procedures for a parent failing to collect a child and for missing children	See missing child procedure and non-collection procedure.
Procedure for dealing with concerns and complaints	See SEBMAT Complaints Policy.