

# St Bridget's C of E Primary

## EYFS Policy



**‘Love your neighbour as yourself.’**

Luke 10:27

Approved by:	Governors	Date:
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# **St. Bridget's Primary School Early Years Foundation Stage Policy**

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**St. Bridget's C.of E.  
Primary School  
EARLY YEARS FOUNDATION STAGE POLICY  
September 2024**

This document outlines the philosophy, aims and principles of Early Years teaching and learning in Foundation Stage Two at St. Bridget's C. of E. Primary School. The document underpins practice in all areas of provision. As a Rights Respecting School, we link many areas of school life to learning about the Convention for the Rights of the Child (CRC).

**School Vision Statement**

“.... Inspiring, nurturing and educating our children to serve God by reaching their full potential, serving our local community and by looking after our environment as global citizens of today and tomorrow....”

Faith, Hope and Love (1 Corinthians 13:13)

**School Mission Statement**

“Love your neighbour as yourself” (Luke 10:27)

**School Values to support Learning and Behaviour**

Truthfulness, Creativity, Compassion, Friendship, Teamwork, Respect, Perseverance, Responsibility.

**EYFS Vision**

In the early years at St Bridget's Primary School we want to inspire children to develop a thirst and love for learning and for each and every child in our care to be happy, confident, well rounded and independent individuals. We believe in providing all children with a safe, stimulating and nurturing environment that builds on each individual's wants, needs and interests.

Children take part in daily direct whole class teaching sessions, where new ideas are introduced and learning is embedded over time. Children will also have the opportunity to learn through play during our Discover and Do sessions but within this play they will be challenged, questioned and extended by our expert staff. Our aim is for the children to embrace their learning in a fun, engaging and challenging environment.

We value the importance of our outdoor classroom and believe that it offers children the opportunity to develop their thinking and problem-solving skills through open-ended activities and challenges. Adults provide high quality interactions; they are role models for learning.

We are committed to providing the best possible start to their school life, teaching them life skills and giving them a rich, broad and balanced curriculum, which will ensure their positive well-being in the now and their success in the future.

## **Early Years Foundation Stage**

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. We endeavour to ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and in life.” (Statutory Framework for the EYFS 2021)

The Early Years Foundation Stage (EYFS) is for children from birth to five years of age. At St. Bridget's we follow the statutory guidance set out in the ‘Statutory Framework for the Early Years Foundation Stage’ document (Department for Education 2021).

All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in Foundation Stage Two (FS2) to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/guardians, support staff and the FS2 teachers work effectively together to support children's learning and development.

**The Early Years Foundation Stage is based upon four themes:**

- A unique child
- Positive relationships
- Enabling Environments
- Learning and Development

## **Unique Child**

At St. Bridget's we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

We aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- use and value what each child can do, assessing their individual needs and helping each child to progress
- enable choice and decision-making, fostering independence and self confidence
- work in partnership with parents/guardians and value their contributions
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable program of learning and development
- provide experiences for all children, whatever their needs, which are inclusive

## **Positive relationships**

At St. Bridget's we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Key Person**

All children have their class teacher as their designated key workers, however teaching assistants also play a valuable role in supporting each and every child.

A Key Person is:

- someone to build a relationship with the child and parents
- someone who helps the child become familiar with the provision
- someone who meets the child's individual needs and care needs (eg. dressing)
- someone who responds sensitively to children's feelings, ideas and behaviour

### **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value being partners with them in their children's education through:

- Talking to parents about their child before their child starts in our school
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school
- Operating an open door policy for parents with queries
- Valuing the ongoing contributions from parents to the online learning journal, this may be linked to homework, wow moments or comments linked to school observations
- Giving access to our online learning journal throughout the year
- Weekly updates on Tapestry with a write up of work we have covered throughout the week.
- Offering two parent/teacher consultation evenings per year
- Sending a report on their child's attainment and progress at the end of their time in FS2
- Offering parents the opportunity to attend discover and do sessions throughout the year
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents

## **Enabling Environments**

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable experiences.

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. Effective learning builds and extends upon prior learning and following children's interests.

## **Learning and Development**

Teachers and teaching assistants provide the curriculum in the Foundation 2 classes of up to a class size of 30 children.

There are seven areas of learning and development that must shape educational provision in Early Years settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

**Prime Areas:**

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

Staff will also support the children in four specific areas, through which the three prime areas are strengthened and applied.

**Specific Areas:**

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

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

“We must consider the individual needs, interests, and development of each child in our care, and we must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. All of our EYFS practitioners are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.” (Statutory Framework for EYFS 2021)

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyable and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all seven areas of learning, working towards achieving the Early Learning Goals.

**In a secure environment with effective adult support, children will be able to:**

- Explore, develop and represent learning experiences that help them make sense of the

world

- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

### **Adults in the setting will support play by:**

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending, questioning and supporting children's spontaneous play
- Extending and developing children's language and communication in their play
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning
- Narrating children's play
- Asking questions about children's play

## **Planning**

FS2 staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. The staff use the children's interests to plan for themes for which they draw up medium term plans. This fostering of the children's interests develops a high level of motivation for the children's learning. We also have whole school themes which we integrate in to our planning so that we have a connection with the whole school.

## **Staffing and Organisation**

There are two FS2 Classes at St. Bridget's accessing an open plan classroom for continuous provision, with a maximum intake of sixty children. We maintain an adult/pupil ratio of 1:15 as there is a Teaching Assistant supporting each class every day.

FS2 has one open plan classroom with 2 separate carpet areas and a dividing door. We have access to our own toilets and a secure outdoor area.

The Teachers liaise with the Teaching Assistants, and they are involved in planning, preparation and assessment. We have weekly team meetings to feedback and discuss progress and learning. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in courses.

## **Assessment, recording and monitoring**

At St. Bridget's we constantly analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

### **Formative assessment**

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles.

### **Summative assessment**

The EYFS Profile summarises all of the formative assessment undertaken and makes statements about the child's achievements against the seventeen aspects of learning within the Prime and Specific Areas. It summarises children's progress towards the Early Learning Goals. It is completed at the end of the academic year and is a statutory requirement. At the end of each term data is updated on a tracking system and the data is rigorously analysed through termly outcome meetings and it also helps to inform all future planning and observations/assessments not only for the cohort as a whole, but also for individuals. The data is also shared with the SLT and governors. Teachers undertake in-house and external cluster moderation. FS2 planning and children's work is open to the same scrutiny as all other classes by the Subject Leaders and SLT.

## **Equal Opportunities**

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

## **Health and Safety**

At St Bridget's, there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

In line with the EYFS statutory framework 2021, at St Bridget's 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. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At St Bridget's a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day.
- We promote good health including oral health regularly throughout the EYFS
- Fresh drinking water is available at all times and children bring their own water bottles to school every day.
- Children's dietary needs are recorded and acted upon when required
- A first aid box is accessible at all times and a record of accidents and injuries is kept on Medical tracker. At least one teaching assistant and teacher working in our setting at any one time is paediatric first aid trained.



- All personal mobile phones are stored securely whilst children are in the setting. I pads that are used in school for taking photographs school must not be used for staff own personal use.
- Appropriate clothing is worn by all staff. Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

## **Transition Policy**

(FS1 to FS2 and FS2 to KS1)

### **Rationale**

At St Bridget's C.of E. Primary School, we ensure a smooth transition for pupils entering school in FS2 from our feeder settings. Pupils and parents feel informed, happy, comfortable, reassured and confident to face the challenge of starting a new school.

We recognise that pupils are vulnerable at stages of transition. We implement a range of strategies and activities to ensure a smooth and happy transition.

### **Aims**

- To provide a smooth transfer from FS1 to FS2 for both pupils and their parents.
- To ensure the pupils' emotional well being is a priority.
- To ensure good communication between staff, parents and pupils.
- To raise parents' awareness of school routines.
- To provide a smooth and positive transition between FS2 and Key Stage One.

### **How is this achieved?**

- Storytime session- there is an opportunity for the children to come to the classroom and spend a little bit of time with the teachers and teaching assistants before the summer. Have a story, play in the playground and get to know the staff and environment before September. This is an optional session and if parents think their child is not ready for this then they can leave it and wait until September.
- Pre-school visits:  
Our FS2 teachers visit FS1 settings to meet the pupils in their familiar environment where they are comfortable. The staff introduce themselves to the pupils and spend some time playing with them and talking to the FS1 staff to find out as much as possible about the pupils before they enter school. In the unusual circumstance where visiting the setting is not possible, our FS2 teachers will speak to the FS1 practitioners to find out information about the pupils who will be joining the school.
- Each child receives a welcome pack, with photographs of their new teachers, teaching assistants and important areas in the environment for them to familiarize themselves with. This begins the relationship between the teacher and the FS2 child. In addition, the child receives a 'super you, super me' pack to be completed at home, which will tell school more about the interests of the child and more about their family. This will inform some of the discussions the teacher has with the child and may help tailor some of the activities the children do in school.

### **Admission**

St Bridget's C.of E. Primary School offers a staggered intake, in September. This is to ensure that smaller groups of children are familiarised with the school routines and have a high staff ratio. We monitor individual children and emphasise ensuring school readiness as the reason for the staggered intake.

## **Transition from F2 to Key Stage One**

We recognise that all pupils are individual, and reach different stages of development at different times. Entry into Key Stage One is, therefore, an important transition. We have put into place a number of strategies to ensure that the move from F2 to Key Stage One is a smooth and happy one for the pupils.

The following strategies are implemented:

- Story time with Year 1 teachers during the final term of FS2
- Spending an afternoon with the new class teacher in the final week of FS2
- Circle time discussions with the FS2 teacher about any concerns and questions they would like to ask their new teacher. Parents may also have the opportunity during a parents meeting in July to view the new Y1 classroom.
- A professional meeting is arranged with F2 and year 1 teachers to cross moderate the final data of the profile to agree specific goals before it is submitted to the LA.

Once pupils enter Year 1, teachers continue the transition work, by ensuring that the balance of teacher directed and child initiated learning mirrors early years practice during the first term in Year 1. The Foundation Stage Profile continues to be used in Year 1 where appropriate. Year 1 staff follow the model of enhanced provision in September when the children begin year one.

## **Home/School Links**

We recognise that parents/guardians are the child's first and most enduring educators. When parents/guardians 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 aim to develop this by:

- outlining the EYFS curriculum to parents/guardians during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home
- encouraging parents/guardians to complete the home/school admissions forms
- holding parent's evenings and curriculum evenings
- operating an "open door" policy, whereby parents/guardians can come and discuss concerns and developments in an informal manner
- inviting parents/guardians into the classroom for discover and do sessions and to accompany children on school visits
- encouraging parents/guardians to listen to their child read each night and to comment on reading progress in reading diary

- encourage the use of tapestry, where parents can add observations about things their children have achieved outside of school, homework, wow moments and they can also comment on observations added by the class teachers.
- encouraging relevant learning activities to be continued at home e.g. phonics and red word practice, library books and maths activities.
- discussing individual targets with parents/guardians at parents' evening in October and March (informed by the EYFS Profile)
- providing an annual written report to parents/guardians in July summarizing the child's progress
- holding a merit / dojo assembly every week - this is shared on tapestry
- Feedback from parents via questionnaires
- sharing the children's achievements through their online learning journals and work books
- Sharing weekly updates of our work in class via Tapestry

Signed (EYFS Leader): Rachael Cotterell .....

Signed (Headteacher): Neil Le Feuvre .....

Signed (Chair of Governors): .....

Date:

Policy to be reviewed: September 2025