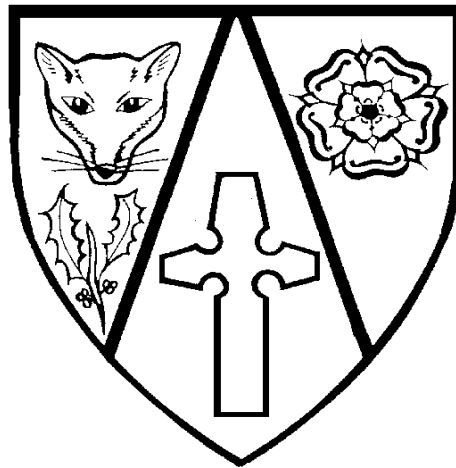


Deanery C.E. Primary School



**Early Years Foundation
Stage (EYFS) policy
September 2025**

The Deanery School Christian Ethos

Our School Motto – 'Ad Majorem Dei Gloriam'

Translated this simply means 'To the Greater Glory of God'.

Vision

We believe that everything we do is a faithful response to God's faithfulness, shown to us through Jesus Christ. Our vision is to reflect God's Glory in every season of life, in all aspects, from the little things, to the big.

Beliefs and Values

We believe that God's heart is for his children to thrive in a happy, secure, and caring environment at the Deanery. It is an essential part of our Christian ethos that we thank God for how he has demonstrated peace, love, faith, joy, grace and hope to us. We seek to reflect these core values throughout all areas of life in the school.

We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

School Culture

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:

- Foster an environment that is enriched spiritually, morally, ethically and socially through the Christian faith.
- Value each child as unique, regardless of faith, ability, gender or ethnicity.
- Nurture children to be polite, respectful and considerate towards one another. Offer a range of opportunities and experiences to develop their confidence, self-esteem and independence.
- Encourage each child to fulfil their potential within all areas of the curriculum.
- Promote knowledge and understanding through a secure, stimulating and enriched environment.
- Create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- To enable each child to value themselves and have aspirations for the future.
- To recognise everyone's place in the wider community.

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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

Legislation:

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2025.

This document also complies with our funding agreement and articles of association.

Structure of EYFS:

Our Little Hollies Nursery is a 26 place part-time pre-school Nursery which is part of our Early Years Unit located on the school site. The Nursery is an educational play based, learning environment where children develop and learn through a programme of structured play activities and experiences. Their progress is monitored and activities are carefully prepared to challenge and develop each child, with appropriately planned lessons and activities.

Session Time: Morning Session 9.00-12.00 midday

The morning session is funded by the Local Authority. There are additional sessions available, which can be provided for a fee through our Extended Services Care.

7.30-9.00am 12.00-3.30pm 3.30-5.00pm 5.00-6.00pm

There are two Reception classes offering 60 places in total. Parents must apply separately for Deanery CE Primary School for reception admission, following the admissions policy.

Philosophy of teaching in the EYFS:

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It

promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Statutory Framework for the Early Years Foundation Stage (Sep 2025)

Good Health:

The school provides each child in the EYFS with a water bottle. Parents are asked to fill the water bottle at home and send it in to school with their child daily. Pupils are encouraged to develop greater independence by choosing to access their water bottle throughout the day, whenever they are thirsty. Nursery and Reception have a snack time each morning in class, where children are encouraged to sit together to enhance social skills. Snacks consist of fruits or vegetables, provided by a government scheme.

All Reception children are eligible for free school meals or can choose to bring in a packed lunch.

Children have easy access to toileting facilities and we teach the importance of hygiene and handwashing.

For further information see school policies for Health and Safety and PSHE on the school website.

British Values:

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:

- Foster an environment that is enriched spiritually, morally, ethically and socially through the Christian faith.
- Value each child as unique, regardless of faith, ability, gender or ethnicity.
- Nurture children to be polite, respectful and considerate towards one another.
- Offer a range of opportunities and experiences to develop their confidence, self-esteem and independence.
- Encourage each child to fulfil their potential within all areas of the curriculum.
- Promote knowledge and understanding through a secure, stimulating and enriched environment.
- Create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- Enable each child to value themselves and have aspirations for the future.
- Recognise everyone's place in the wider community.

Deanery CE Primary School is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves.

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion.

Personal, Social, Health Education and Citizenship is at the heart of our school which emphasises the difference between right and wrong and respecting and tolerating differences in a very diverse and modern Britain.

This intertwines with PSED in the EYFS and provides the best possible starting point for our pupils to build on throughout their time at the Deanery.

SMSC:

Spiritual, Moral, Social and Cultural Development (SMSC) SMSC is intrinsically linked to the EYFS curriculum. Through planning for the Personal, Social and Emotional Development of the children we aim to develop a positive attitude towards individuality and a respect for different cultures. This is supported through planning for Understanding the World and where appropriate, other areas of learning

Curriculum:

Our early years setting follows the curriculum as outlined in EYFS statutory framework.(Sep 2025)

Deanery C.E. Primary School seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership** working between practitioners and with parents and/or carers
- **equality of opportunity and anti-discriminatory practice**, ensuring that every child is included and supported

The EYFS Curriculum and Approaches to Teaching and Learning Nursery and Reception follow the curriculum as outlined in the 2025 Early Years foundation Stage (EYFS) statutory framework. This clearly defines what we teach. The following policy details the specifics of our setting. The provision in our Nursery and Reception classes is based on the four principles of the Early Years Foundation Stage:

- 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. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

Characteristics of Effective Teaching and Learning:

The EYFS also includes the characteristics of effective teaching and learning and the nursery and reception planning takes account of these.

The characteristics highlight the importance of a child’s attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are:

Playing and Exploring – children investigate and experience things, and ‘have a go’.

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Planning:

The EYFS plans a broad and balanced curriculum using 'Development Matters' a non-statutory curriculum guidance for the early years foundation stage. Staff plan skills to build a firm foundation for National Curriculum requirements in Year 1.

The EYFS team place the child at the heart of planning and choose topics that we believe will excite and stimulate learning. Staff plan together to ensure continuity of teaching, learning and assessment. Planning allows children in both Nursery and Reception to make use of the whole school facilities, such as the hall, ICT Suite, outdoor spaces and MUGA for appropriate activities, to ensure that children are confident and well-prepared for moving around the school and for developing relationships with older children. Our staff plan activities and experiences for children that enable children to develop and learn effectively.

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.

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

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.

Class teachers are responsible for the planning and delivery of the curriculum.

Teaching:

Each half term, EYFS staff introduce a new topic to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Each week has a text focus which enhances the delivery of the curriculum and offers additional opportunities for teaching specific subject knowledge.

The timetable is carefully structured so that children have directed teaching during the day. These sessions may be followed by small focused group work.

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 and back and forth conversation. Communication and language is at the heart of interactions with all adults in EYFS adopting the SHREC approach.

Equal importance is given to both indoor and outdoor learning. Pupils have access to our fantastic outdoor learning environment, in which there is a wealth of gross motor led opportunities, such as large scale climbing equipment, gardening opportunities, bikes and scooters and large scale construction equipment. We learn first-hand through our immediate environment, which hosts a large running track, a tree lined walk, gardens and grassed areas. This provision enhances learning and supports the development of healthy and active lifestyles, by offering children opportunities for physical activity, freedom and movement, and promotes a sense of well-being.

Reading and phonics:

Reading is at the heart of our curriculum. In Reception, timetabled sessions follow the 'Little Wandle Reading Scheme', with fully trained staff from across the school leading reading practise sessions. Each session has a particular focus:

1. Decoding
2. Prosody
3. Comprehension

Reading practise sessions take place three times a week for 30 minutes.

EYFS has a carefully structured reading diet which exposes children to a range of texts. Books are selected to not only encourage a love of reading but also develop oracy, vocabulary and comprehension.

Nursery rhymes are taught and practised regularly.

Children are provided with two books per week. One is their reading book online, that they have read in school that week which we ask parents to listen to their child read and celebrate their reading skills. The second is a sharing book that children choose from a well-stocked library.

In phonics we follow 'Little Wandle letters and sounds revised programme'. We start this in Nursery where children focus on Phase 1 to develop children's speaking and listening skills and lays the foundations for the phonic work in Reception begins with Phase 2.

Writing:

Writing opportunities are interspersed in every area of the curriculum. In Nursery, there is a focus on both gross motor and fine motor skills, building both the physical ability for movement alongside muscle memory. Children have access to a range of equipment to support this development through continuous provision.

Writing is seen as part of the everyday in Reception. Children are encouraged to mark make. Focus on formation phrases in line with 'Little Wandle' and name writing are prioritised in the Autumn Term. In the Spring Term, children continue to be exposed to writing with a purpose in the form of mark making linked to the curriculum areas as well as children recording dictated phrases and sentences weekly in their writing books. Children have access to writing materials throughout continuous provision. This starts as recording through picture and leads to labels, words and sentences as the year progresses. By the end of the Summer Term, children will write dictated sentences independently in their writing books and also scribe their own ideas through continuous and enhanced provision opportunities.

Mathematics:

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. In Reception we use 'Mastering Number' to teach mathematics. Children have a daily session, where concepts are taught and practical opportunities using concrete manipulatives and pictorial structures are provided to practice skills learned in the

session. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion.

Wider Curriculum:

Our wider curriculum is taught through learning areas 'Understanding the world' and 'Expressive arts and design.' Exciting and purposeful activities are planned to build on children's natural curiosity. EYFS work with subject leaders to develop smooth transitions understanding how ELG's feed into the National Curriculum through our robust planning.

Building further on our oracy focus, children are encouraged to employ subject specific language and terminology in foundation subjects.

Assessment

At the Deanery ongoing assessment is an integral part of learning and development processes.

All staff who work in Nursery and Reception are involved in tracking children's learning. Staff use 'Evidence Me' to record 'wow moments' and track progress. This has a 'Parent Share' feature, which allows EYFS staff access to share pupils learning regularly. Parents are encouraged to share their child's learning or personal achievements at home, with school. These observations are used to shape future planning.

Adult led writing is marked according to the school Marking Policy.

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 (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

Working with parents and carers:

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

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

Parents/carers share in their child's learning electronically through 'Evidence Me'.

Seesaw and Twitter are used across the school, to share and celebrate learning. Seesaw may be accessed on the school website.

A curriculum evening is held in the autumn term. This session is used to explain our approach to teaching phonics, reading and maths in Nursery and Reception. Assessment and End of Year expectations are also discussed during this session.

Reading diaries are shared between school and home (Reception). Comments are acknowledged and responded to as appropriate.

Reporting to parents and carers

During the academic year we hold formal Parent Meetings in the autumn and spring terms. Towards the end of the summer term a report is sent home which includes end of year assessment data (Reception). Parents/carers are able to respond to these by completing a comment slip and talking to staff.

Safeguarding and welfare:

Child Protection and the safeguarding of children is taken very seriously at the Deanery C.E. Primary School. Our policy is closely followed by all members of staff. The safety and welfare of our children is paramount. We create a safe and secure learning environment and provide a curriculum that teaches children how to be safe, make appropriate choices and to assess risks. We regularly talk about being safe and further embed pupils learning and understanding of personal safety, through our PSHE curriculum. The school rules 'Ready, Respect, Safe' are the foundation on which we build a secure, happy and safe learning environment for all pupils in EYFS through to Year 6.

All staff undergo annual training on Safeguarding and Child Protection. For further information see school Safeguarding and Child Protection Policy.

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:

- For children aged 3 and over:

For nursery classes:

- There must be at least one member of staff for every 13 children.
- At least one other member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

For reception classes:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

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. This also applies to wrap around care for Nursery and Reception children, before and after school.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- 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.

Medicine:

Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. It must be taken to the main office and signed for by the parent or carer.

Providers must keep a written record each time a medicine is administered to a child and inform the child's parents and/or carers on the same day the medicine has been taken, or as soon as reasonably practicable.

Transition:

Parents and carers are invited to a Nursery and Reception Induction evening in the Summer Term, to meet staff, visit classrooms and find out important information about the school.

In the summer Term, before the children start school, members of the Reception Team contact nurseries to share information / receive reports about their new children.

Pre-school age children are invited to attend a 'Stay and play' session, in the Summer Term, with a parent or carer, hosted by the Nursery team.

Nursery age children are invited to a 'Teddy Bear's Picnic' for a half-day session. Parents/carers are asked to attend and stay in the hall, whilst children visit their new classroom and meet their peers. Children starting Reception and Nursery are given an 'All About Me' booklet to complete with parents/carers to enable staff to quickly get to know the children and their likes and worries about school. Parents/carers are asked to pass this on to their child's class teacher during a 'Home Visit'.

Nursery staff and Reception staff carry out a 'Home Visit' in September, prior to the children starting school, for new starters. At the beginning of the year children have a staggered approach to starting school, where they attend school in smaller groups to begin with. Nursery and Reception children are attending full-time by the second week of their start date.

At the end of Reception, children meet with their new teachers and spend time with them in their classrooms prior to starting Year One. Pupils have lunch playtime on the Key Stage 1 playground, three weeks prior to the end of term. At the end of the year, Staff from Reception meet with Year 1 teachers and pass on reports, reading records and children's learning. Meetings also take place between Nursery and Reception staff to make the transition as smooth as possible.

Roles and responsibilities:

Mrs P Wardropper is the leader of the EYFS and is supported by an Early Years team.

In Reception there is one teacher in each classroom and one Teaching Assistant.

In Nursery there is an experienced teacher who is in charge of the Nursery and a team of teaching assistants. The ratio in Nursery is 1:13. The ratio in Reception is 1 teacher with a Teaching Assistant to 30 children.

It is the responsibility of Mrs Wardropper to:

- Update the EYFS policy in line with the Early Years Foundation Stage Profile
- Lead the design and delivery of an exciting curriculum relevant to all learners
- Facilitate successful partnerships with parents and other stakeholders
- Maintain an overview of trends in early years education
- Be familiar with the resources available in school and from outside agencies
- Promote EYFS education within the school and provide advice and support when required
- Organise and expand resources for the EYFS. The Headteacher will ensure that staff are fully able to deliver education to the EYFS appropriately and that learners are receiving their entitlement.

Monitoring:

This policy will be reviewed and approved by the Head Teacher every 3 years.

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

Reviewed by:	Paula Wardropper	Date: September 2025
Approved by:	Lisa McIntosh	Date: September 2025
Last reviewed on:	September 2025	
Next review due by:	September 2028	

Mrs Emma Taylor

Chair of Governors

Date: 17/9/25



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
Procedure for responding to illness	See Health and Safety policy
Administering medicines policy	See Administration of prescribed medicines
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy