

Early Years Foundation Stage (EYFS) policy

Church of the Ascension Primary School



Learn with Love, Flourish in Faith

Do everything in love (1 Corinthians 16:14).



Elements
Diocesan Learning Trust

Flourishing together, in the love of God.

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1. Aims

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and 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

At Church of the Ascension Primary School, we have two reception classes with children attending from age 4 to 5 years.

Children start school in the September of the academic year that they turn 5. Children may attend a stay and play induction session (with an adult) in the summer term prior to them starting school in September.

During the first week of the autumn term, children attend one induction session (morning/afternoon) with an adult, one induction session (morning/afternoon) independently and then join school for full days on the third

and fourth day. Children arrive 10 mins late and leave 10 mins earlier on these days to help staff welcome and dismiss the children safely and calmly.

During the second week at school, the children attend full time but are dismissed 10 mins earlier at the end of the day.

Children attend school with no timetable adjustments from the third week at school.

In reception, children are taught together where appropriate and in separate groups when necessary; for example, during phonics, maths and focus group teaching sessions. Our continuous provision is available each day for all children.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

4.1 Planning

Staff plan activities and experiences that enable children to develop and learn effectively. In order to do this, staff initially focus on the 3 prime areas.

Staff also consider 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

4.2 Teaching

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

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 grow older and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning in year 1.

5. Assessment

At Church of the Ascension 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 (formal and informal) are used to shape future planning. Staff also consider observations shared by parents and/or carers and keep them up to date with the child's progress. Staff will address any learning and development needs promptly, in partnership with parents and/or carers and any relevant professionals.

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

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (expected)
- 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. At the end of the year, reception teachers must give year 1 teachers a copy of each child's EYFS profile and provide any additional information, including specific assessment or provision in place for children with SEND.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other schools in Elements Diocesan Learning Trust, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority on request.

6. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. They are regularly kept up to date with their child's progress and development. Parents and teachers share information daily if necessary. Reading records/notes are a useful tool for communication between teachers and parents and are used successfully to pass on information.

Parents/carers are invited in to share learning experiences with their child (Welcome service, Nativity, Easter craft afternoon) and to celebrate their successes in our Praise and Core Value assemblies. Parents/carers are invited to a parent's evening each term to discuss their child's progress (and view work – summer term).

The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Class teachers provide workshops and stay and play sessions throughout the year where they can discuss the child's progress and development with parents and/or carers.

We ask parents/carers to provide more than 2 emergency contact numbers (where possible) and a password that can be used when collecting their child from school.

Your child's class teacher will become their key person when they join the reception year. The class teacher will ensure that their learning and care is tailored to meet their needs. The class teacher will support parents/carers and help families engage with more specialist support, if appropriate.

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 available electronically on the school website or on request from the School Office.

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 child protection and safeguarding policy for details of our safer recruitment procedures.

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 to the headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the school's Chair of Governors.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing which can be found electronically on the school website or on request at the School Office.

7.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

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.

See our Child protection and safeguarding policy for more information.

8.1 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

The procedure for dealing with allegations against staff is set out in Appendix 3 of the Child Protection and safeguarding Policy in the Allegations against staff (including low-level concerns) policy.

8.2 Staffing ratios

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
 - Where there is a person with qualified teacher status, early years professional status, or early years teacher status, an instructor or another suitably-qualified, overseas-trained teacher:
 - For classes where the majority of children will reach the age of 5 or older within the school year, we comply with infant class size legislation and have at least 1 teacher per 30 pupils
 - At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
 - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
 - At least 1 member of staff must hold an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
 - At least half of all other staff hold an approved level 2 qualification

8.3 Paediatric first aid (PFA)

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.

8.4 The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

8.5 Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy available electronically on our website or on request at the School Office for more on this, including our expectations of parents/carers to report child absences.

8.6 Oral health and tooth brushing

Activities are planned throughout the year to promote good health. During our whole school 'Good Health Week', we teach the children about good health in general as well as good oral health. The children learn about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The children also learn about people who help us, keeping safe by water and road safety.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

The rest of our safeguarding and welfare procedures are outlined in our school's Child protection and safeguarding policy, available electronically on our website or on request at the School Office

8.7 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
 - We will also keep this information up to date and share it with all st

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware.

8.8 Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment in line with the First Aid Policy.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

8.9 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

8.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- An adequate supply of necessary items such as wipes and spare clothes
- Separate toilet facilities for adults

During toileting support, we will balance children's privacy with their safeguarding and developmental needs.

9. Monitoring arrangements

This policy will be reviewed by the Reception Co-ordinator **every** 3 years.

At every review, the policy will be approved by the school's governing board.

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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see [Policies – Church of the Ascension C.E. Primary School](#)

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 Supporting pupils with medical conditions policy
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/carer 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