

Braywood C of E First School



EYFS Policy

"Through the nurturing hands of God, we aspire for all our children to become confident, emotionally resilient and compassionate individuals who achieve personal excellence through strength of character and a love of learning"

'For with God, nothing shall be impossible' Luke 1:37

Governors' Committee Responsible	FGB
Status	Statutory
Review Cycle	Annual
Date written	May 2026
Date of next review	May 2027

Aims

At Braywood C of E First School, we aim to provide the highest quality care and education for all our children, giving them a strong foundation for their future learning. We create a safe and happy environment where every child is included and supported through equality of opportunity and anti-discriminatory practice: with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

Legislation

We adhere to the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for that applies for 2026 and the four guiding principles that shape practice within Early Years settings:

- 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 carers.
- The importance of **learning and development**. Children develop and learn in different ways and at different rates

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of Reception Year. At Braywood C of E First School children are taught in both a Reception Class and a Nursery Class. Our Nursery sessions are offered as both half-day and full-day sessions.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and

talking. The children at Braywood C of E First School are taught individually, in small groups and whole class groups.

As part of our practice we:

- Provide a balanced curriculum based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice;
- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;
- Plan challenging learning experiences based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Provide a secure and safe learning environment indoors and outdoors.

EYFS Curriculum

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

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 in 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

Planning and Teaching

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

Three characteristics of effective teaching and learning 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
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

At Braywood C of E First School, children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create medium term plans based on a series of topics each of which offers experiences in all seven areas of learning. These ideas are then used to inform our short-term weekly planning, alongside our observations which identify areas of learning to focus on.

We always remain flexible to allow for unplanned circumstances and children’s responses. Our planning is continually evaluated by all staff to ensure that children’s individual ‘Next Steps in Learning’ and personalised learning needs are met.

Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily ‘carpet learning sessions’ in both phonics and maths.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: ‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-lead and child-initiated activities.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children’s play, the adults in class interact when appropriate to stretch and challenge them further.

In planning and guiding children’s activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating environment to encourage children to free-flow between inside and outdoors as far as possible.

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

Assessment in EYFS

At Braywood C of E First School, ongoing assessment is an integral part of the learning and development process, taking account of the views of both practitioners and parents/carers. We also administer formal assessments at key points in the year as required by the Standards and Testing Agency.

Within the first 6 weeks that a child starts Reception, practitioners will administer the Reception Baseline Assessment (RBA). We baseline assess all our Nursery children upon entry.

As part of our daily practice, we observe and assess children's development and learning to inform our future plans.

Ongoing observations and assessments are used to inform the EYFS Profile and Birth to Five Matters. The children's progress is reviewed continually and recorded termly on the school's assessment system. Throughout their time in EYFS, parents/carers are welcomed to share in their learning both formally and informally.

At the end of the reception year, the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher – who uses the exemplification documents, and their knowledge of the children to make a judgement.

The children 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 is moderated internally and in partnership with the RBWM to ensure consistent assessment judgements. The EYFS profile data is submitted to the Local Authority.

Working with Parents/Carers

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways:

- Visiting and meeting before the child starts school
- Talking to them about their child's interests and needs during our meetings;
- Being welcoming and approachable and having an open-door approach for parents/carers to voice concerns/ask questions;
- Inviting them to Parents' Evenings in the Autumn and Spring Terms to discuss how their child has settled and share progress and next steps for learning;
- Inviting parents/carers to our Sharing Assemblies;
- Encouraging parents/carers to read with their child at home and make comments in their reading record books;
- Providing homework and curriculum overviews for each term;
- Inviting parents/carers to share key milestones in their learning

- Inviting parents into school for 'parent phonics' workshops to demonstrate how we teach phonics and how to help them support their child;
- Frequent communication through Family, sharing photos and details of the learning that has taken place.
- Providing parents with an end of year summary report detailing achievements and their child's EYFS profile.

We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

Each child is assigned a key person who supports parents/carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate, along with the SENCO.

Safeguarding and welfare procedures

The safety and welfare of our children is paramount. We have robust policies and procedures in place to ensure their safety.

In our EYFS setting we provide a safe and secure environment and provide a curriculum which teaches the children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health, including oral health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, milk, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the school iPads are used to photograph the children.

Braywood C of E First School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role. There is always at least one member of the EYFS staff who holds the Paediatric First Aid qualification, which is a statutory requirement of the EYFS.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Braywood C of E First School. Staff are vigilant in reporting concerns and communicating these to the Designated Safeguarding Lead.

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:

We have at least 1 member of staff for every 8 children in Nursery.

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

Monitoring Arrangements

This policy will be reviewed and approved by the Full Governing Board annually.

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

Statutory Policy or Procedure for the EYFS	Where can it be found?
Link to the Statutory Framework for Early Years Foundation Stage	Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)
Safeguarding policy and procedures	Child Protection Policy
Procedure for responding to illness	First Aid Policy
Administering Medicines Policy	Supporting Pupils with Medical Conditions Policy
Emergency Evacuation Procedure	
Procedure for checking identity of visitors	Child Protection Policy
Procedure for a parent/carer failing to collect a child and for missing children	Children Protection Policy/Health and Safety Policy
Procedure for dealing with concerns and complaints	Complaints Policy