

BEAUMONT COMMUNITY PRIMARY
SCHOOL
EYFS



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Authors: Head Teacher

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Introduction

'Children learn and develop most from birth to five years old than at any other time in their lives'. 'The EYFS is about how children learn as well as what they learn' (EYFS Development Matters 2021)

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Beaumont Community Primary School children join nursery when they turn three and into reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Beaumont Community Primary School we greatly value the importance that the EYFS plays in providing children with the cultural capital they need to prepare themselves for future learning, development and success. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

EYFS Updates from September 2025 – Policy Summary

Safeguarding and Child Protection

- Safeguarding requirements have been strengthened to reflect best practice and improve consistency across early years settings.
- All providers must have **clear whistleblowing procedures** in place and ensure staff know how to raise safeguarding concerns.
- **Safer recruitment practices** are reinforced, including the requirement to obtain and check staff references.
- Providers must **follow up unexplained or prolonged absences** and hold additional emergency contact information for every child.
- Updated guidance on **toileting and personal care** ensures children's dignity and privacy while maintaining safeguarding.
- A new "**safer eating**" requirement supports children's safety around food, including allergies, choking risks and mealtime supervision.
- Safeguarding policies must clearly explain how **safeguarding training** is delivered, updated and monitored.

Staffing, Qualifications and Ratios

- Staff who have qualified through the **Experience-Based Route (EBR)** may now be counted as Level 3 practitioners in staff-to-child ratios, where requirements are met.
- Students, trainees and volunteers included in ratios on long-term placements must hold a **valid paediatric first aid certificate**.
- Providers must ensure all staff understand their safeguarding responsibilities, regardless of role or employment status.

Health, Safety and Nutrition

- Settings are expected to follow the **EYFS nutrition guidance**, providing healthy, balanced meals and snacks.
- Any decision not to follow the guidance must be justified and documented.
- Food policies should reflect allergy management, portion sizes and age-appropriate nutrition.

Attendance and Records

- Attendance procedures must be robust, with clear systems for:
 - Monitoring attendance
 - Following up unexplained absences
 - Recording concerns and actions taken
- Emergency contact details must be accurate and regularly updated.

Assessment and Curriculum

- The **EYFS learning and development framework remains unchanged** (seven areas of learning continue).
- Updates focus on welfare and safeguarding rather than curriculum content.
- **Annex B has been updated to reflect digital changes to the Reception Baseline Assessment from 2025/26.**

Aims & Objectives

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Beaumont Community Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.

- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

The Early Years Foundation Stage characteristics of effective learning:

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

Playing and Exploring

‘Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.’ Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

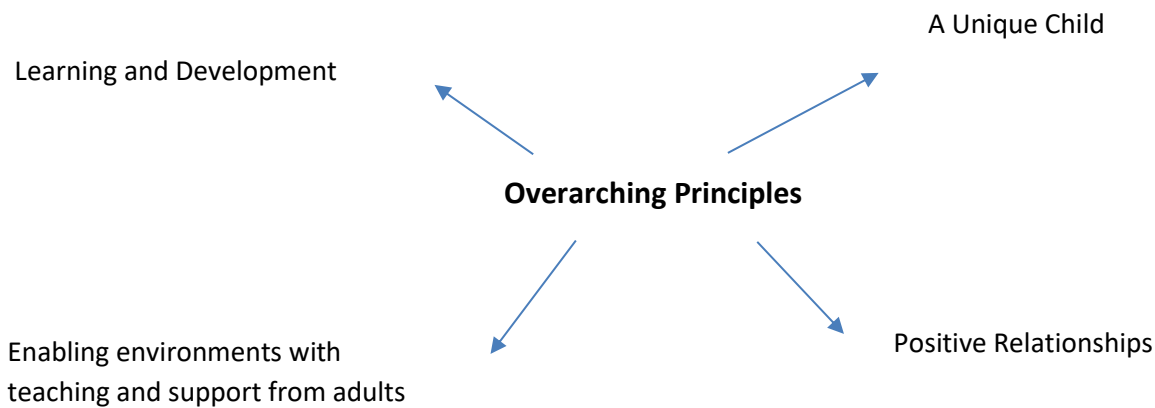
‘Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.’ Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they

learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and thinking critically

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.” Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

The Early Years Foundation Stage Overarching Principles



A Unique Child

At Beaumont Community Primary School 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 and 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 give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We are aware that every child arrives in EYFS with different experiences and we endeavour to adapt planning and learning to meet individual children’s needs.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Beaumont Community Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy).
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships

At Beaumont Community Primary School 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. It is also important to identify the significance of the relationships that EYFS practitioners have with children and how we work with children, the interactions that children have with EYFS practitioners are crucial in supporting their learning and development experiences.

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts nursery or school
- Arranging, where possible, visits by the teacher to all children in their childcare provision prior to their starting school or a home visit prior to starting nursery.
- Providing information to parents about commencing Nursery/Reception at Beaumont Community Primary School.
- Inviting parents/carers and children the opportunity to spend time in Nursery or Reception Class before starting school.

- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through the Home-School Diary, school newsletters and tapestry
- Encouraging parents/carers to send back 'wow moments' to add to the classroom display showing children's achievements at home
- Publishing a Creative Curriculum topic map detailing the areas of learning and the overarching theme of the term or half-term
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics, reading and maths.
- Sharing regularly the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers.
- Offering two parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in Nursery and Reception.
- Sending home weekly home learning on Tapestry to extend the learning from school
- Offering access to 'Tapestry' the children's online learning journey where they can access observations completed by EYFS staff and can also add observations of their children from home
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.

Enabling Environments with teaching and support from adults

At Beaumont Community Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly. We have weekly Wonderful Wednesday's which is our outdoor learning day. We plan literacy and maths based activities outside as

well as giving the children the opportunity to play and learn independently and with their peers.

Learning and Developing

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. 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. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS.

The three Prime areas are:

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

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

Children's development levels are assessed as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas. However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Planning

Development Matters 2021 provide the basis for planning throughout the Foundation Stage. Teachers use a range of schemes of work to support their planning for example ELS (phonics), white rose maths and Wellcom/NELI. For Reception children teachers plan daily phonics and maths carpet time sessions that then lead into child and adult led activities in continuous provision. For Nursery children work with EYFS practitioners to develop fine and gross motor skills, social and communication skills through board games and turn taking. As the year progresses they begin to focus on simple number recognition, recognising their name and engage in initial phonics activities.

The planning for EYFS is topic focused. This is created through a combination of pre-planned topics such as (seasons and celebrations) and topics that meet the interests of the children. The topics often cover a half term but this is often adapted depending on the children and keeping them interested and engaged in their learning. Within the medium term planning we identify the intended learning, with outcomes, for children working towards the Early Learning Goals.

Observations

Foundation Stage staff use observations daily within the learning environment. Staff have had training to observe children and identify their achievements, interests and next steps for learning. The observations play a crucial role in future planning and are an important part of the assessment for learning process. Each child has a learning journey folder in class this contains both child-led/independent work and focused activities with an adult. Parents have the opportunity to look at their child's learning journey when they drop their child into school. Observations and assessments are recorded electronically on 'Tapestry'. These are available for parents to access from home and also add their own observations too.

Assessment

During the first term in Reception, the teachers complete the national EYFS baseline this is used to assess their entry level into Reception and is also used to formulate assessment of the child throughout their primary schooling. Teachers will also do some further baseline to help build a picture of the whole child. We also complete a NELI/Wellcom (speech assessment) with each child to assess supporting them throughout EYFS and plan necessary interventions. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. In Nursery, teachers complete small group activities to assess their entry into Nursery and use information from their 2 year check.

The Foundation Stage Profile is the national statutory assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 early Learning goals as emerging or expected.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. Tracking grids are updated across the year and are discussed with the Senior Leadership Team during progress meetings. This provides a summary for each child that feeds into the whole-school assessment and tracking process. We record each child's level of development as beginning, working within or secure.

Parents receive an annual written report including the Early Years Profile that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress.

Teaching & Learning Styles

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are shared with parents;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

Transition

The process of starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child’s new teachers and learn more about the Reception curriculum. This is an opportunity for staff to:

- Explain about uniform, PE kit and school dinners
- Explain the arrangements for the gradual induction in to reception
- General information about starting school
- Information about learning journeys and use of Tapestry

New class sessions - The children are given the opportunity to come in to school to meet their new class teacher and other children in their class. They will spend a morning in their new class. Parents can leave their child during this session. This means that before they join their new class the Reception environment is already becoming familiar place to them. The children are given a ‘My New Class’ booklet showing photos of adults and the classroom environment to refer back to over the Summer and a set of activities to complete over the summer and bring with them in September. We also make arrangements are also made for the children’s new class teacher to visit them in their current nursery setting.

Starting in Nursery- The class teacher will arrange home visits for Nursery children starting to meet the children and their families and allow the children to familiarise themselves with the new adults working with them.

September Intake - When children join the school in September Reception children will start full time from the first day of term. Nursery children will attend their desired session times. We offer morning or all day nursery sessions.

Safeguarding & Welfare

‘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.’ (Statutory Framework for EYFS 2014)

At Beaumont Community Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;

- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe - It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children

Good Health - All children are provided with a school healthy snack each day as well as being given the choice of milk. They have access to water at all times.

Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene. It is also formally recorded within school. If this is an ongoing issue parents/carers are asked to sign an intimate care policy.

Monitoring and Review

It is the responsibility of those working in EYFS to follow the principles stated in this policy. The Headteacher and EYFS co-ordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process.

EYFS Policy Change Log

September 2025 – Policy updated to reflect latest EYFS Statutory Framework safeguarding and welfare amendments.

September 2025 – Strengthened safeguarding and whistleblowing procedures added.

September 2025 – Safer recruitment, staff references and paediatric first aid requirements clarified.

September 2025 – Attendance, absence follow-up and emergency contact requirements updated.

September 2025 – Safer eating, nutrition and toileting guidance updated.

September 2025 – Staffing ratios updated to include Experience-Based Route (EBR).

September 2025 – Reception Baseline Assessment digital update noted.

Safeguarding (EYFS Statutory Framework – September 2025)

Beaumont Community Primary School is committed to safeguarding and promoting the welfare of children in line with the Statutory Framework for the Early Years Foundation Stage (September 2025). All staff, students, volunteers and visitors share responsibility for safeguarding children. Robust procedures are in place for child protection, whistleblowing, safer recruitment, staff training, attendance monitoring, absence follow-up, intimate care, safer eating and emergency contacts. Safeguarding training is provided at induction and regularly updated. All concerns are reported promptly in accordance with local safeguarding partnership procedures.