



St. Margaret's
C of E Primary School

Early Years Foundation Stage Policy

September 2025

Review September 2027



Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years at St Margaret's CE Primary School.

St Margaret's CE Primary School has a part time Nursery (mornings only) with 26 places available. There are four qualified members of staff in this class including a Nursery lead. We also offer 30 hours provision for those children who require it which forms our afternoon Nursery. This is staffed by fully qualified Kidzone staff and provides continuous provision for children.

We have one full time reception class with 30 places available. This class has a full-time teacher and qualified teaching assistants.

Our Vision and Values

"I am able to do all things through the one who strengthens me." Philippians 4:13

Our desire is that the strong Christian foundation children receive at St Margaret's School will give them the confidence to explore the world around them with awe and wonder. We want to build a whole community based on the values of faith, hope and love. We strive for excellence aiming to develop children who are happy, intrinsically motivated, resilient and independent and who believe there is nothing they cannot achieve.

Our aims

St Margaret's CE Primary School believe that it is our responsibility to enable children to become independent and confident.

Our aim is that all children develop the skills necessary to become lifelong learners. They will learn to value themselves and others. They will be inspired and enthused by the challenges that we present to them and feel secure and supported enough to try new and difficult experiences. School should be fun: not about acquiring



information for the sake of it but about opening doors and visualising new opportunities.

We believe that children have the right to an education which is inclusive and allows all to realise their potential.

Every teacher is a teacher of every child.

Our Curriculum

Our Nursery and Reception classes follow the curriculum as outlined in the updated Early Years Foundation Stage (EYFS) 2025 [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92522/early_years_foundation_stage_2025_statutory_framework.pdf) This clearly defines how and what we teach. The following policy details the specifics of our setting.

The main Principles of the Early Years Foundation Stage are:

- **The unique child**, no one child is the same but we recognise that all children can be competent learners who are capable, resilient and confident. We encourage a positive approach to all learning opportunities and reward children with lots of praise and encouragement.
- **Positive relationships** – Children learn to be strong and independent by developing positive relationships with adults and children. We aim to develop caring and respectful professional relationships with children's families.
- **Enabling environments** - Children flourish in environments in which their experiences respond to their individual needs. We observe children to gain a valuable understanding of their interests and stages of development to help us to create an environment that caters for the needs of all children.
- **Children develop and learn in different ways and at different rates.** We care and cater for the needs of all children in Early Years, including children with special educational needs and disabilities. All of our settings allow children the opportunity to explore and learn in a safe and purposeful learning environment. Children learn how to select equipment independently to develop skills in all learning areas.

Areas of Learning

There are seven areas of learning and development which are all important and interlinked. There are three prime areas that form the basis for all learning and development. These areas promote curiosity and enthusiasm for learning, confidence and understanding and help children to form good relationships.

The **Prime** areas of learning are:



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

We also support learning in four specific areas through which the three prime areas are strengthened and applied.

There are **four Specific areas** of learning:

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

St Margaret's ensures that all areas are delivered through a well-planned play based approach, with a balance of adult led and child initiated activities. We place a strong emphasis on learning through play. We know that children learn successfully through activities and experiences that interest and inspire them. Strong relationships with children, along with ongoing assessments help us to provide children with stimulating, active play experiences. Children are given lots of opportunities to think creatively and critically both alongside other children and individually. Children are able to practise skills, build upon and revisit past learning experiences at their own level and pace. Play allows children to pursue their own interests, and to embed and master a range of skills. Children learn to adapt, negotiate, communicate, discuss, investigate, ask questions and take risks. Teachers and Teaching Assistants take an active role in child initiated play through teaching, observing, modelling, facilitating, questioning and extending play, skills and language.

The Characteristics of Effective Learning

When planning and guiding children's activities all of our practitioners reflect on the different ways that children learn and reflect these in their practice.

The 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, and enjoy achievements



• **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Key Workers

Each child is assigned a key worker. We inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending St Margaret's CE Primary School. Key Workers help to ensure that every child's learning and care is tailored to meet their individual needs. The key person seeks to engage and support parents and/or carers in guiding their child's development at home. They will also help families to engage with more specialist support if appropriate.

Partnership with Parents

We believe that education begins at home and therefore work very closely to ensure that parents and carers are involved in what their child does at school. We have an open door policy where parents are able to speak to any member of the EYFS team about their child's progress and emotional well-being. Results have proven that children become more settled and make the most progress when strong relationships between parents and staff have been formed. We offer a range of open mornings where parents are invited to come and learn with their children and regular coffee mornings where parents can speak to the Family Support Worker. Parents can also speak to any member of the EYFS team when collecting children from school or can make an appointment to meet with staff at a convenient time.

Assessment

Children are assessed using guidance from the EYFS statutory framework. We carry out formal and informal assessments gaining evidence from observations during child initiated learning, conversations with children and parents, adult-led activities and observations of children engaged in conversations with each other.

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 (expected)
- Not yet reaching expected levels (emerging)

This profile is moderated internally and information is then submitted to the local authority and shared with parents in children's end of year reports.



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 are able to enjoy learning and grow in confidence and all staff undertake annual safeguarding training.

We make sure that the appropriate statutory staff:child ratios are maintained in our EYFS setting.

For children aged 3 and over:

- Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
- 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

For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children. We comply with infant class size legislation and have at least 1 teacher per 30 pupils

All staff working within the EYFS have a current paediatric first aid (PFA) certificate This PFA certificate is renewed every 3 years as required.

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

Children in EYFS are offered water or milk and fruit during morning snack time. Children bring water bottles to school which they can access throughout the day.

At Lunch times children in Reception and those pupils attending afternoon Nursery can either bring a packed lunch or order a hot meal from the school kitchen. These are free of charge for pupils in Reception. Parents are encouraged to pack healthy lunch boxes. Our school cook offers a variety of healthy lunch options each day from which children can choose. School meal menus are available through the School Food United app.

Use of personal electronic devices

No personal electronic device with imaging or sharing capabilities can be used when in the presence of children on school premises.



Allergies and Food Preferences

We keep an up to date list of any allergies/preferences (i.e. vegetarian) to prevent children eating forbidden foods. This information is displayed in classrooms and in the school kitchen. Parents are required to share this information on induction forms and during introductory meetings. Parents should keep the school updated with any allergies or dietary changes that differ from induction forms. Children are encouraged to manage their own allergies by remembering what they are not allowed to eat. Pupils are closely supervised by staff during snack and lunchtimes.

Medicines

Parents are requested to inform staff of any medical problems on induction forms and during introductory meetings. We then provide families with any additional support needed in terms of specific medical conditions and appointments. If a child has a specific medical problem a health care plan will be put in place following consultations with the child's family and school nurse or Health visitor depending on the age of the child.

Health details are kept in classrooms to ensure that all staff, including supply staff, are aware of any issues. Care plans are kept in the classroom for children with allergies or severe medical conditions. Staff will obtain written permission from parents/carers before administering any medicines. All medication must be taken to the office at the start of the day by an adult and collected from the school office.

Staff will supervise and provide help, if required, for children using an inhaler. Inhalers are kept in a designated area to ensure access and will be taken wherever the child goes. It is the parents' responsibility to ensure that inhalers are up to date.

Staff receive annual training with regard to asthma, epilepsy and anaphylaxis.

Wetting and Soiling

Each EYFS classroom has access to their own toileting facilities and we teach the children the importance of hygiene and hand washing techniques.

There are occasions when a child might wet or soil themselves at school. Whilst there is no compulsion for the school to deal with a problem of this nature we would never leave a child in this condition.

In the event of a toileting accident

- Where appropriate the child will be encouraged to sort the problem out themselves with adult supervision.
- or
- Two members of staff will help and clean the child if this is needed. Parents are to be informed at the end of the school day if this has occurred.



- If necessary the parent/carer will be contacted and asked to come to school to support with cleaning their child.

Suitable People

Safer recruitment

All personnel who work in direct contact with children have an enhanced Criminal Records Bureau Disclosure. Records of these are kept within school. Students who work within school are required to be DBS checked. Records of all staff members are kept within school, records of students and volunteers are also kept. Any visitor or volunteer to school is required to sign in at Reception as they arrive and sign out as they leave. No adult without a full DBS will be left unsupervised with children.

Medication

If a practitioner is taking medication which may affect their ability to care for children, they should seek medical advice. Practitioners must only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. Staff must inform their line manager that they are on medication that may affect their ability to care for children so adequate support can be implemented. All medication on the premises must be stored securely, and out of reach of children, at all times.

Alcohol / Other Substances

No practitioner will be under the influence of alcohol or any other substance which may affect their ability to care for children at any time.

Premises and Security

Staff will only release children into the custody of adults named on the admissions form or if a parent has verbally given permission to a member of staff. If for any reason a child is being collected by a different adult the parent/carer MUST inform staff in good time and provide a password. Under no circumstances will a child be allowed to leave the premises without supervision.

All visitors into School are required to sign in/out at the main reception.

Parents are informed as to which doors are to be used for exit from the school premises at the end of the school day. At any other time, parents are required to come via the main School Reception.

Procedure for failure to collect a child

All parents are asked to provide at least 2 contact numbers on the induction form. Parents can update their details using the Arbor app. If a child is not collected at the end of the school day staff will continue to care for the child for a further 10 minutes. After this time an adult will use the contact numbers provided to find somebody able to collect the child and the child will be taken to Kidzone. At no time will a child be sent out on his/her own and there will always be an adult supervising the child until they are collected.



Suitable Premises, Environment and Equipment

Risk assessment

Classrooms and outdoor areas are regularly checked to ensure safety. Resources are also regularly checked and a school health and safety policy is in place. There is a daily risk assessment of the environment carried out by the site manager.

Premises

There are clearly defined procedures should there be a fire. All fire exits are clearly labelled and all staff are aware of the correct fire procedures. Fire drills are conducted frequently. All fire equipment is regularly checked.

Spaces, Furniture, Equipment and Toys

Space for children meets the legal requirements for 3 to 5yrs. Children have constant access to an outdoor area every day. Outdoor resources are stored in locked sheds. All records are stored in a confidential place. Staff have access to a staffroom for lunchtime. All premises have access for the disabled.

Complaints Procedure

If a parent/carer should have a complaint or an issue to resolve, they are encouraged to discuss this with their child's class teacher in the first instance. Should the parent/carer feel that their complaint has not been resolved they are asked to make an appointment to speak with the Head teacher. Following this, they should follow the BDMAT complaints procedure.

Policies and Procedures

The Early Years Foundation Stage adheres to the following whole school policies and procedures:

- Safeguarding Policy for Child Protection
- First Aid policy
- SEND policy and SEND report.
- Kidzone Policy

The Early Years Foundation Stage adheres to the following BDMAT policies and procedures:

- BDMAT Intimate care policy
- BDMAT Staff Code of Conduct.
- BDMAT Induction policy.
- BDMAT Preventing Radicalisation policy.
- BDMAT Recruitment and Selection policy
- BDMAT Drug and Alcohol policy.
- BDMAT Health and Safety policy.
- BDMAT Supporting Pupil at School with Medical Conditions policy.
- BDMAT Food and Nutrition Policy for Early Years Settings



- BDMAT Educational Visits policy

All policies can be located on the school website: [Policies | St Margaret's Church of England Primary School \(secure-primariesite.net\)](https://secure-primariesite.net/Policies%20St%20Margaret's%20Church%20of%20England%20Primary%20School)

Appendix1

The Early Learning Goals

The prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas:

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

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences,



including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in



almost all cases.

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns



- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world.

Expressive Arts and Design



Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

