



Barrowby Church of England Primary School

Early Years Policy

1. Introduction

- 1.1 This policy outlines the curriculum and organisation of learning for the children in the Reception Year at Barrowby Church of England Primary School.
- 1.2 This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage Statutory Framework, effective from September 2025.
- 1.3 This policy has been written by the Assistant Head of EYFS with the support of, consent and in consultation with the Headteacher, governors and all teaching staff.
- 1.4 The implementation of the policy is the responsibility of the EYFS practitioners working within Reception with the support of the Assistant Head of EYFS and Headteacher.

2. Aims

- 2.1. 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.

3. Admissions

- 3.1 At Barrowby Church of England Primary School, we recognise the importance of a smooth and supportive transition into the Early Years Foundation Stage at our school. Children are admitted to Barrowby School in accordance with the criteria as detailed in the School's Admission Policy.
- 3.2 To support a smooth and well-informed transition into Reception, we begin the process of gathering information about each child during the Summer Term. Before visiting nursery or childminding settings, the Headteacher sends out a **Microsoft Form** to all relevant early years providers. This form is designed to capture the **expert knowledge** of current practitioners, offering valuable insights into each child's development, interests, strengths, and any additional needs.

The information collected helps determine whether further meetings are required with nursery key workers, parents, carers, or other professionals. Where appropriate, the **Headteacher** and **SENDCo** may also become involved to ensure that any necessary support or provision is in place ahead of the child's start in September.

This collaborative and proactive approach reflects our commitment to inclusive practice and ensures that every child is welcomed into our school community with care, understanding, and preparation—aligned with our Christian values of *happy, valued and loved*.

- 3.3 Prior to starting school, parents of children who have accepted a place are invited to attend an **Induction Morning**. During this visit, children spend time in one of our Foundation Stage classrooms and explore the 'Outdoor Classroom' alongside our experienced EYFS practitioners. This helps them begin to build familiarity with the environment, routines, and staff.

Parents are also invited to an **Induction Meeting** led by the Headteacher, which provides an overview of life at Barrowby School. During this session, families receive:

- The **School Prospectus**
- A booklet entitled '**Starting Barrowby School**'
- An information leaflet '**About the Early Years Foundation Stage**'

These materials offer detailed guidance on what to expect, including the key social and self-care skills we encourage children to develop before starting school—such as dressing independently and managing basic personal hygiene.

Following the meeting, parents are asked to complete an '**All About Me**' leaflet for their child. This document helps staff gain a deeper understanding of each child's interests, strengths, special relationships, medical needs, dietary requirements, and any other relevant information. This personalised insight supports a nurturing and inclusive start to school life, rooted in our Christian ethos of happy, valued and loved.

- 3.4 During the second induction visit, children spend time in one of our Foundation Stage classrooms and explore the **Outdoor Classroom** further, including the **Woodland Area**. Here, children are introduced to key features such as the **Storytelling Circle**, **Outdoor Stage**, and **Wildlife Area**, which are designed to spark curiosity, imagination, and a love of nature.

- 3.5 Parents are encouraged to become involved in their child's education. A booklet entitled 'Reading Together; A Guide for Parents' is given to parents and advises them on how they can support their child's learning, with particular emphasis on reading and early literacy skills. A 'Foundation Stage Curriculum' meeting for Reception parents is held in the Autumn Term of entry.

- 3.6 Children are admitted into two Reception/ Year 1 classes in September. They are separated into two groups of approximately the same size. Where possible, the children are organised into the two classes with an equal split of gender and age (according to their chronological age).

4. Curriculum

- 4.1 At Barrowby Church of England Primary School, our Early Years Foundation Stage (EYFS) provision is fully aligned with the **EYFS Statutory Framework (2025)**. We are committed to delivering high-quality early education that nurtures the whole child—academically, socially, emotionally, and spiritually—within the context of our Christian values.
- 4.2 The EYFS framework includes seven areas of learning and development and the educational programmes. All areas of learning are equally important and inter-connected. There are three areas known as the **Prime Areas** that are particularly important for learning and forming relationships. In addition, there are four **Specific Areas** which help strengthen and develop the three prime areas and ignite children’s curiosity and enthusiasm.

The Prime Areas are:

1. Communication & Language
2. Physical Development
3. Personal, Social and Emotional Development

The Specific Areas are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts & Design

5. Implementation

- 5.1 Throughout the Reception Year, children at Barrowby Church of England Primary School engage in an exciting and enriching curriculum designed to support progression towards the **Early Learning Goals (ELGs)**, as outlined in the **EYFS Statutory Framework (2025)**. These goals represent the expected level of development children should reach by the end of the Reception year across all seven areas of learning.
- 5.2 Our EYFS practitioners plan the curriculum with a deep understanding of each child’s **individual needs, interests, and developmental stage**. This personalised approach ensures that all children are offered **challenging and meaningful activities and experiences** across the prime and specific areas of learning. Educational programmes are carefully structured to promote holistic development and prepare children for the next stage of their education.
- 5.3 Each area of learning is delivered through a balance of:
- **Adult-led activities:** structured learning experiences guided by practitioners.
 - **Child-initiated activities:** opportunities for children to explore, create, and lead their own learning.

Our curriculum places a strong emphasis on **learning through play**, both indoors and outdoors. Play is a vital tool for development, allowing children to:

- Explore the world around them
- Build confidence and independence
- Develop social and emotional skills
- Set their own goals and solve problems

Practitioners play a vital role in **extending children's vocabulary** during play and interactions, introducing new language in context and modelling rich, expressive speech. This supports children's communication and language development, which is fundamental to all other areas of learning.

Practitioners are trained to support children's **emotional development and self-regulation**, helping them to recognise and manage their feelings, develop resilience, and build positive relationships. This is achieved through consistent routines, reflective conversations, and the use of strategies that promote emotional awareness and coping skills in age-appropriate ways.

- 5.4 As children grow and their development progresses, the balance of activities gradually shifts towards more **adult-led learning**. This transition is carefully managed to ensure children are well-prepared for the more formal structure of **Year 1**, while still maintaining the nurturing and exploratory nature of the EYFS.

This approach reflects our commitment to providing a **broad, balanced, and inclusive curriculum**, rooted in our Christian values of feeling happy, valued and loved.

6. **Assessment**

- 6.1 At Barrowby Church of England Primary School, assessment in the EYFS is used to **understand and support each child's development**, inform planning, and ensure that all children make progress across the seven areas of learning. Our approach is rooted in the principles of the **EYFS Statutory Framework (2025)** and reflects our Christian ethos.

EYFS Practitioners use **ongoing formative assessment** to observe children's learning and development in real time. These observations are embedded in daily interactions and activities, both adult-led and child-initiated. Staff use their professional judgement to assess what children know, understand, and can do, and to identify areas where additional support may be needed.

Assessment is not about testing or data collection—it is about **knowing the child well**. Practitioners reflect on children's progress and use this knowledge to plan next steps, extend learning, and ensure that provision is tailored to individual needs. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.

- 6.2 At the start of the Reception year, children complete the **Reception Baseline Assessment (RBA)**. This is a statutory assessment designed to establish a starting point for measuring progress throughout primary school. It focuses on early mathematics, communication, and language skills, and is delivered in a child-friendly, play-based format by trained staff.
- 6.3 In the final term of the Reception Year, the EYFS Profile will be completed for each child. Each child's level of development will be assessed against each of the 17 Early Learning Goals across all seven areas of learning. Children are assessed as either:
- **Expected:** meeting the level of development expected at the end of the EYFS
 - **Emerging:** not yet reaching the expected level

The EYFS Profile provides a **holistic picture** of each child's strengths and areas for development. It supports a smooth transition into Year 1 by informing professional dialogue between EYFS and Key Stage 1 staff. It also helps parents understand their child's progress and supports national monitoring of early years outcomes.

- 6.4 If children achieve '**expected**' in each Prime Area of Learning (Personal, Social, Emotional Development, Communication and Language and Physical Development) and English and Mathematics the children have achieved a Good Level of Development.
- 6.5 The results of the profile are shared with parents and/or carers and Year 1 teachers at the end of the academic year as part of their end of year report.
- 6.6 The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

7. Working in partnership with parents

- 7.1 We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. At Barrowby Church of England Primary School we actively welcome parental involvement.
- 7.2 Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of their reception year. In addition, parents are invited to attend three parent/teacher consultations throughout the academic year, with SEND children receiving three additional opportunities to meet.
- 7.3 Each child is assigned a key person (class teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

8. Safeguarding and welfare requirements

- 8.1 At Barrowby Church of England Primary School, safeguarding and promoting the welfare of children is a fundamental priority. Our EYFS provision is fully compliant with the **EYFS Statutory Framework (2025)**, which sets out clear and robust requirements to ensure that children are kept safe, healthy, and well cared for.

We understand 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 people caring for them. Promoting mental wellbeing and healthy lifestyles, including good oral health, is an integral part of our school curriculum.

- 8.2 We maintain a comprehensive **Safeguarding and Child Protection Policy**, which is regularly reviewed and updated in line with statutory guidance. All staff, including volunteers and apprentices, are covered by a written **whistleblowing policy**, which ensures that concerns can be raised safely and appropriately. Our safeguarding procedures include:

- **Safer recruitment practices**, including mandatory references prior to employment and clear protocols for vetting and induction.
- **Monitoring of child absences**, with follow-up procedures for unexplained absences and a requirement to maintain at least two emergency contacts per child.
- **Privacy and supervision** during personal care routines, such as nappy changing and toileting, ensuring dignity while maintaining safeguarding standards.
- **Allergy awareness and safer eating protocols**, including supervision during meals and choking prevention measures.

- 8.3 At Barrowby Church of England Primary School, we recognise that snack and mealtimes are not only essential for children's health and wellbeing but also valuable opportunities for social development, independence, and learning. In line with the **EYFS Statutory Framework (2025)**, we ensure that these times are **safe, supervised, and nurturing**.

All children in the EYFS are supervised during snack and lunch by staff who hold a **valid and accredited Paediatric First Aid (PFA) qualification**. This ensures that in the event of a medical concern, allergic reaction, or choking incident, trained staff are immediately available to respond appropriately and confidently.

Supervising staff:

- Monitor children's eating habits and ensure that dietary requirements and allergies are strictly adhered to.
- Encourage healthy eating choices in line with the updated **nutrition guidance**.
- Support children in developing independence, such as opening packaging, using cutlery, and tidying up after themselves.
- Model and reinforce positive social behaviours, including turn-taking, polite conversation, and gratitude.
- Observe and respond to children's emotional needs, offering reassurance and support where needed.

Snack and mealtimes are also used as opportunities to **develop language and communication skills**, with staff engaging children in meaningful conversations and introducing new vocabulary in context. These interactions contribute to children's **personal, social, and emotional development**, helping them to regulate emotions, build relationships, and feel part of a caring community.

- 8.2 Further details regarding our safeguarding and welfare procedures, including policies on child protection, safer recruitment, and staff conduct, are available on our **school website**. We encourage parents, carers, and visitors to familiarise themselves with these documents to understand how we ensure the safety and wellbeing of all children in our care.

9. Equal Opportunities

At Barrowby Church of England Primary School, we are committed to providing an inclusive Early Years Foundation Stage (EYFS) environment where every child feels happy, valued and loved, and supported to thrive. We recognise that children enter our setting with a wide range of experiences, interests, skills, and knowledge, all of which influence their learning and development.

Practitioners are expected to have a clear understanding of the principles of **equal opportunities**, including those relating to **race, gender, disability**, and the **protected characteristics** as outlined in the Equality Act. We also follow the **SEND Code of Practice** in identifying and supporting children with **special educational needs and disabilities (SEND)**, as well as those who are **more able**.

All children have **equal access to the full EYFS curriculum**, and we actively work to remove barriers to participation and achievement. Our learning environment, resources, and materials are carefully selected to:

- Reflect the diversity of modern society
- Promote positive representations of different cultures, languages, abilities, and family structures
- Avoid stereotypes related to race, gender, or disability.

We strive to meet the needs of all children, including:

- Children with SEND
- Children who are more able
- Children with physical or learning disabilities
- Children from a range of social, cultural, and religious backgrounds
- Children from different ethnic groups
- Children from diverse linguistic backgrounds
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Our inclusive approach is embedded in our planning, teaching, and assessment, ensuring that every child feels a sense of belonging and is given the opportunity to reach their full potential. This commitment is rooted in our Christian ethos, which promotes love, respect, and dignity for all.

10. Early Years Policy Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: September 2025

Next review: September 2028