Baslow St-Anne's C of E Primary Early Years Foundation Stage (EYFS) Policy

Growing healthy minds and hearts together

"Life in all its fullness"

Respect…Kindness…Diversity

Version	Date	Author	Reason for Change	Minute Number
1	2017	B Whitfield		
2	2021	B Whitfield	Values and Vision added	04/C&S/01/21
3	2022	B Whitfield	Updated to new EYFS curriculum	
4	2022	B Whitfield	Updated with 3 Is	
5	2023	B Whitfield	Updated with Little Wandle and information for parents' meetings	
6	2024	B Whitfield	Updated	
7	2025	B Whitfield	Updates in Yellow	06/C&S/1025
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Approved by:

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MClark

Curriculum Committee

Chair of Governors: Natalie Anywl

Life in all its fullness

Growing healthy minds and hearts together

Early Years Foundation Stage (EYFS)

Policy

Baslow St. Anne's C of E Primary School

Policy for: staff, parents, governors

Early years foundation stage refers to children from birth to the end of the Reception year. At Baslow St Anne's C of E Primary School the children join the Reception Year in the September of the year in which they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

Intent

At Baslow St Anne's C of E Primary School we aim to provide the highest quality care and education for all our children, giving them a strong foundation for future learning.

As Reception children in Tiger Class, we encompass our school values of Respect, Kindness and Diversity and have created a safe, exciting, inclusive environment where children are happy and ready to learn. We provide a nurturing environment that provides learning experiences that enable children to become confident and independent. We value the individual child and work alongside our families to support and meet their needs, so that every child has the best future life chances. We adhere to the statutory framework of the EYFS and the guiding principles that shape practice within early years' settings.

Implementation of Baslow St Anne's EYFS curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development, across the seven areas of learning, to enable them to achieve the early learning goals at the end of their reception year.

Our phonics is delivered using the Little Wandle scheme and all the other seven areas of learning and development are important and inter-connected. The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. They are communication and language; physical development and personal, social and emotional development. Alongside these prime areas are the four specific areas of literacy; maths; understanding the world

and expressive arts and design and we provide the children with a curriculum that enables each child to access and develop in line with their individual needs.

Planning

We aim to create an attractive and stimulating learning environment where children feel confident and 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 (Rainbow Cards).
Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning profiles.
Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.
We enhance the children's learning through a range of visits e.g. community orchard, Chatsworth and having visitors into school e.g. firemen, police, nurse as well as participating in whole school activities and events e.g. diversity week, friendship week, science week. We also provide 'forest school' learning opportunities throughout the year with a weekly programme during the summer term.
Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. 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 prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCO in order to access Special Educational Needs support.
(See Appendix 1 for further information)

Outdoor learning

The EYFS outdoor playground has been extended with new equipment and a story inspiring mural, it is continuously developing as new ideas are added to help the children's development. Our outdoor learning improves physical skills; develops resilience and social skills; forges new relationships and develops children's vestibular systems. We are able to access maths on a larger scale outdoors and develop a wider vocabulary, as well as learning about the cyclical pattern of nature and the human responsibility to take care of our natural world. (See Appendix 2 for further details)

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. At Baslow St Anne's there are clear procedures for assessing risk (see Health and Safety policy) which includes procedures for keeping children safe during outings and for any

aspects of the environment or provision that may require a further risk assessment. In addition to this, in the safeguarding and child protection polices, there is detailed information and procedures to ensure the safety of the children.

(See Appendix 3 for further details)

Inclusion

All children and their families are valued at Baslow St Anne's. We value all our children as individuals. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Special Needs Co-ordinator (SENCO Mrs Clark) is called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEN.
All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.
We meet the needs of all our children through a range of steps detailed in Appendix 4 below

Wellbeing

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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)
"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 a daily routine that enables the children to feel safe and secure. Our children take part in a balance of adult led and independent activities. A sense of community is further enhanced through activities undertaken with KS1, Open Door for parents, celebration assemblies and taking part in whole school and the wider community events.

(See Appendix 5 for further details)

Parents as partners

At Baslow St Anne's we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are children's first and most enduring educators and we

value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.
We strive to create and maintain partnership with parents and 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 these can be found in Appendix 6 below.

Transitions

From Pre-school /Feeder settings
During the summer term prior to a child's entry into the Reception we follow a wide range of procedures to ensure successful transition (See Appendix 7 for details)
In the first few weeks of the autumn term parents are invited to a 'Welcome meeting' where information is given and questions are answered about life in Tigers now they are at school, including routines and general matters that have arisen.

From Reception Year to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development or if not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Parents are provided with an information sheet explaining the changes from EYFS to National Curriculum and the changes in routines within the class/school. Parents are given the opportunity to discuss any of these changes.

Impact

At its core assessment in our EYFS is to reflect our curriculum intent. It is to inform planning, next steps and curriculum develop so the we can best enable our children to achieve.

Assessment and Record Keeping

Ongoing assessment is a vital aspect of the effective running of EYFS at Baslow St. Anne's. It helps develop an excellent understanding and knowledge of each child which is essential and is used to inform planning and next steps for each child. Ongoing assessment is undertaken in a variety of ways but does not detract from the most important factor of time being spent with the children. It is based on the class teacher's professional knowledge and understanding of the EYFS curriculum and child development and includes observations (formal and informal), feedback from adult led and child led activities and 1 to 1 activities designed to assess and inform. Assessment is through a mixture of

day to day formative assessment, in setting summative assessment and statutory summative assessment.
Detailed records are kept of each child's progress and development using the Early Years Foundation Stage Profile (Updated September 2025). The cohort's data is collated and analysed at least 3 times a year. All these are used to identify each individual child's learning priorities and to inform planning to ensure these are addressed as well as highlighting areas for general improvement/need.
Each child is baselined within the first few weeks of school using both the Government required baseline and through our own rigorous baseline which is used to inform planning.
We use a mixture of technology (IPad) and paper to observe, assess and record children's progress. Children are actively involved and encouraged to be aware of their next stages of development. Parents are kept informed of their child's progress and attainment through continuous discussions, having access to information about marking and targets, including termly targets set for the prime areas and 2 specific areas of literacy and maths, feedback in books and at parent meetings, end of year report, praise/ rewards (stickers, credits and the school PHD system), individual sharing of work and annotated work as well as termly target setting and sharing.

Policy updated by **Beverly Whitfield (EYFS Lead) Date: September 2026**

Chair of Governor's Signature: **……** **Date:……**

Appendix 1 : Planning

Children are provided with a range of rich, meaningful first-hand experiences both indoors and outdoors, to encourage exploration, creativity and active learning. We aim to develop positive attitudes towards learning, confidence, communication and physical development. Medium term plans are topic based. They offer diverse experiences in all seven areas and reflect the learning experiences needed as an outcome of assessment and observation. We also follow the children's interests where appropriate. These plans then inform our short-term weekly planning, which is based on observations, children's interests and topical issues. Our curriculum is flexible and it allows us to meet the needs of each cohort. We follow a 1 year topic cycle which leads into the 2-year KS1 but this is subject to adaptation in order to meet the needs of the current cohort. Children have whole class and small group times daily alongside 'Rainbow Cards' which provide a whole range of activities. We have daily phonics sessions that are multisensory. The 'Little Wandle' phonics scheme is fully embedded. Whole class sessions involve guided writing, phonics games, story-telling, maths inputs, circle times, music, PE, stories, show and tell etc. the Rainbow Card Activities include reading, writing, maths, creative activities, development of fine motor skills and ICT opportunities. The nature of these activities develop and change as children develop and throughout the reception year. Religious Education is also taught in the reception class in accordance with the Revised Derbyshire Agreed Syllabus.

The curriculum is delivered using a play- based approach as outlined by the EYFS. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years' practitioners interact to challenge children further. Staff share and feedback observations that inform the future planning. When delivering and guiding children's activities, we reflect as practitioners on the different ways that children learn and we reflect these in our practice.

Appendix 2 : Outdoor learning

- We have a sliding door that opens onto our outdoor space which makes it easy for the children to access daily. The space includes child accessible resources and some planting areas.
- Children are also outdoors every-day for playtimes and at lunchtime in the joint KS1 playground and the outdoor classroom is a further extension to outdoor resource.
- We also use the larger KS2 playground once a week which enables the children access to a trim trail and a larger area for bike and scooter riding. This area is also used in PE lessons with Year 1's.
- Alongside the areas within the school grounds we also make use of our beautiful surroundings with outdoor learning taking place through local walks, visits to the local community orchard, the grounds of Chatsworth and the local community park

with its sports field facilities and a wild area for use as a 'Forest School' opportunity. Our outdoor learning improves physical skills; develops resilience and social skills; forges new relationships and develops children's vestibular systems. We are able to access maths on a larger scale outdoors and develop a wider vocabulary, as well as learning about the cyclical pattern of nature and the human responsibility to take care of our natural world.

Appendix 3 : Safety

Further details for keeping children safe:

- We have a whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date.
- Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist.
- Training is provided for staff where the administration of medicine requires medical or technical knowledge. All staff undertake allergy and anaphylaxis training.
- We keep an IHP for each child for whom it is applicable which is created in conjunction with parents and medical professionals as needed, all staff who may come into contact with that child are made aware.
- All staff are fully informed of children whose health needs may or do have an impact on their schooling in order to keep them safe.
- Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer.
- We keep a written record each time a medicine is administered to a child and informs the child's parents and/or carers on the same day.
- Fresh drinking water is available at all times and children's' dietary needs are recorded and acted upon when required.
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- We have health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment, a fire and emergency evacuation procedure and policy.
- There is a safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting.
- Cameras that are used in school must not be used for staff own personal use.
- Staff are expected to wear appropriate clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

Appendix 4 : Inclusion

We meet the needs of all our children through a range of steps:-

- 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 to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children are valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.
- In order to accommodate the individual's particular learning style, lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion.
- There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Appendix 5 : Wellbeing

- On a daily basis we teach children good manners and a sense of respect for others, nature and property.
- Every morning we do daily exercises to music to strengthen our bodies and a mindful exercise to help promote mental health.
- We have a range of rewards which are used daily, weekly, termly and over the year. These are aimed at encouraging and promoting positive behaviour and fostering a sense of well-being for the class as well as individuals.
- Our 'Daily Challenge' encourages the children to strive for Super Sun each day and helps promote positive behaviour in themselves and each other.
- The children can also gain kindness marbles which count towards a whole class reward.

Appendix 6 : Parents as partners

We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways:-

- Talking to parents about their child before their child starts in our school through informal discussions, at the group meeting and at individual parent meetings with parents all during the summer term prior to entry;

- The children have the opportunity to visit the school with their parent during the summer term to look around the classroom and the school. They are also offered the opportunity to meet the staff and other members of their intended cohort with their parents at a park play date in the summer term.
- The children spend time with their parent and the teacher before starting school during 'Stay and Play' sessions at the end of the Summer holiday.
- Support children through the transition of starting in Reception by inviting parents to bring their child into class each morning and to help them settle to a given task. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all parents to an induction meeting during the term before their child starts school in order to detail how we aim to work with their child, at this meeting we provide a 'Welcome to Baslow St Anne's School' folder which includes a welcome photo booklet for the parents and child to share at home explaining about our school, and a leaflet giving parents more detailed information on Tigers, a brief overview of important dates for the coming year, an annotated name card for those who wish to practise writing their name and DCC leaflet – 10 keys to unlocking success for starting school. We also give a letter about our 'Talking Shoeboxes'. We encourage parents to make one of these with their child over the summer and bring to school in September, we then use it to get to know the children in those first few weeks. We also provide some top tips on starting school.
- A further meeting is held within the first 3 weeks of the children starting school in September – in order to answer any questions that may arise now the children are actually in school; it is also an opportunity to give the parents more detail on the EYFS curriculum. Parents are given a parent's guide to the EYFS framework and information on how to talk to your child about their school day. We also provide a timetable and an information leaflet on our 'Rewards and Behaviour' for the parents.
- Encouraging parents to talk to the child's teacher if there are any concerns. Opportunities are available daily as well as having an open door policy twice a week to encourage parent involvement and accessibility. Parents are provided with mini end of term reports in Autumn and Spring and then a formal report on their child's attainment and progress at the end of each school year, these include next stage targets. There is a formal meeting for parents three times a year, parents are given extended meetings, in the Autumn, Spring and Summer terms, to help with encouraging dialogue between school and home. At all meetings the teacher and the parent discuss the child's progress in private with the teacher and parents are given overviews of their children's development and information on the next steps to be taken.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: twice weekly open door invitations where parents/carers are encouraged to come in and share their children's work and view photos or recordings of events that have taken place, school visits, school plays;
- Parents are given a weekly update on some of the activities that have occurred that week through a 'Weekly Website' sheet and through montages of photos showing some activities. Both of these are sent electronically but are also available in paper form or through the school's website. Parents are encouraged to share these with their child to further their understanding of what their child has done that week.
- Providing parents an opportunity to celebrate their child's learning and development through writing in their child's home /school diary, providing information about their child's understanding and use of technology outside of school via a survey sheet and with a termly slip where parents are invited to make positive comments about their child's learning which is kept as part of their child's learning journey;

- Parents are also encouraged to complete "Home Achievement" sheets once a term where they and their child can inform us of achievements that have occurred for them at home, this enables us to gain a fuller picture of their development.
- Written contact through home school diary as well as the acknowledgement that parents can ring school to contact the class teacher. Parents also have direct access to the class teacher through an email and we use Class Dojo as a means of sharing children's work and giving out quick messages to parents and they are able to use to post a message or share their child's achievements from home.
- Parents are invited to attend a reading and numeracy / PSED meeting during their child's first term, and a writing and extra reading meeting in the beginning of the Spring term and are provided with booklets explaining these areas and offering ideas and support for their participation at home;
- Ensuring all parents know that their child's teacher and teaching assistant are their key workers.
- Providing a quiet and confidential area where parents are able to discuss any concerns.
- Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

Appendix 7 : Transition

Details of pre-school / settings transitions:-

- Parents receive detailed information in the form of a letters explaining what they need to do before starting school and the opportunities available to aid transition.
- Home visits are offered to parents where it is deemed appropriate + 1 to 1 chats offered to parents to air concerns or answer individual questions
- Parents are invited to a New EYFS Parents meeting to ensure they know about school procedures and any concerns they may want to express.
- During the summer term parents are encouraged to complete an "All about me" booklet. It is used during the autumn term to support transition and to inform planning.
- The children are invited to 4 separate sessions over the term prior to starting at school and at the end of the summer holiday to help them get used to the new adults they will be working with, the new school setting and to meet their cohort before they start in September.
- The class teacher (Tiger Class) makes visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children requiring extra support will have additional visits regardless of their setting.