# Lamberhurst St. Mary's CE Primary School

## Early Years Foundation Stage Policy

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| Date Written | May 2026 |
| Written By | Mrs. H Hunter |
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| Headteacher | Mrs. C Vickery-Booth |
| Chair of Governors | Mr. P Edgesmith |
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Inspired by the Parable of the Sower, all children and adults in our inclusive Christian school community are able to thrive and flourish. Like seeds on good earth, all are nurtured with supportive loving care.




**This policy will be reviewed following any lessons learnt and/or updates to national or local guidance and procedures.**

| | Name | Contact information |
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## Early Years Foundation Stage (EYFS) Policy

The Early Years Foundation Stage (EYFS) at our Church of England Primary School provides the essential foundation for all future learning and development. Our provision reflects our Christian vision and values of resilience, community, aspiration, and kindness, ensuring that every child is nurtured, challenged, supported, and encouraged to flourish academically, socially, emotionally, and spiritually. This policy is written in accordance with the EYFS Statutory Framework (2025), Keeping Children Safe in Education (KCSIE), and Working Together to Safeguard Children.

### 1. Aims

To provide a safe, stimulating, inclusive, and nurturing learning environment rooted in Christian values and high expectations for all children.

To ensure that every child makes strong progress across the seven areas of learning through a broad, balanced, and ambitious curriculum.

To develop confident, resilient, independent learners who are curious about the world around them and eager to learn.

To build strong partnerships with parents, carers, the parish church, and the wider community in order to support children's wellbeing and development.

To ensure statutory compliance with all safeguarding, welfare, learning, and development requirements within the EYFS framework.

To prepare children effectively for a successful transition into Year One and the next stage of their educational journey.

### 2. The EYFS Framework

We follow the EYFS Statutory Framework for Group and School-Based Providers, which sets standards for learning and development, assessment, safeguarding, welfare requirements, staffing, and staff qualifications.

Our curriculum and provision are carefully planned to ensure all children receive high-quality learning opportunities tailored to their individual needs and starting points.

We regularly review our practice to ensure it reflects current statutory guidance and educational best practice.

## 3. Our Christian Vision and Values in EYFS

Resilience: Children are encouraged to persevere, take appropriate risks, learn from mistakes, and develop confidence in their own abilities.

Community: We foster a strong sense of belonging through collaborative learning, shared experiences, celebration of diversity, and links with our parish church.

Aspiration: High expectations are embedded throughout our provision, inspiring children to aim high in all areas of learning and personal development.

Kindness: We model compassion, empathy, respect, and forgiveness in all interactions, helping children build positive relationships with others.

Children are supported in developing an understanding of British Values, including democracy, respect, tolerance, individual liberty, and the rule of law in ageappropriate ways.

## 4. Learning and Development

We deliver a broad and ambitious curriculum across the seven areas of learning, designed to provide meaningful and engaging experiences for all children.

High-quality play-based learning is at the heart of our provision and supports children in developing independence, creativity, and problem-solving skills.

Children participate in a balance of adult-led and child-initiated activities to ensure both structured teaching and exploratory learning opportunities.

Outdoor learning is an integral part of our curriculum, supporting children's physical development, wellbeing, resilience, and exploration.

Daily opportunities for communication and language development are embedded across all areas of provision through high-quality interactions and storytelling.

Collective worship, reflection, and opportunities for spiritual development are woven throughout the school day and wider curriculum.

## 5. Assessment

Ongoing formative assessment is used to monitor children's progress and inform future planning and next steps in learning.

The Reception Baseline Assessment (RBA) is completed within the first six weeks of children starting Reception.

The EYFS Profile is completed at the end of Reception to provide a holistic picture of each child's attainment and readiness for Year One.

Assessment information is shared regularly with parents and carers to strengthen home-school partnerships and celebrate children's achievements.

Assessment is also used to identify additional needs early so that timely support and intervention can be implemented.

## 6. Inclusion and SEND

Provision for children with SEND is delivered in line with the SEND Code of Practice (2015).

We are committed to ensuring equality of opportunity and anti-discriminatory practice for all children and families.

A graduated approach of Assess–Plan–Do–Review is used to ensure support is personalised, effective, and regularly reviewed.

We work closely with parents, the SENDCo, and external agencies to ensure children receive appropriate specialist support and intervention.

Learning environments, resources, and teaching strategies are adapted to ensure all children can access the curriculum successfully.

## 7. Safeguarding and Welfare

Safeguarding is at the centre of all EYFS practice, and all staff understand their responsibility to safeguard and promote the welfare of children.

Robust safer recruitment procedures are followed to ensure all adults working with children are suitable and appropriately checked.

All concerns are recorded accurately and reported promptly in line with school safeguarding procedures.

Children's attendance is monitored carefully, and same-day follow-up procedures are carried out for unexplained absences.

Safe eating procedures are followed during snack and mealtimes, with staff aware of allergies, dietary requirements, and choking risks.

Clear procedures for intimate care are followed, ensuring children's dignity, privacy, and safety are maintained at all times.

Children are taught age-appropriate online safety through supervised use of technology and discussions about safe behaviour.

## 8. Behaviour and Emotional Wellbeing

Positive behaviour is promoted through nurturing relationships, clear routines, and consistent expectations.

Adults model kindness, respect, patience, and empathy in all interactions with children.

Restorative approaches are used to support children in understanding feelings, resolving conflicts, and building positive relationships.

Children are supported in developing emotional literacy, self-regulation, and confidence through daily interactions and planned activities.

A calm, predictable, and supportive environment helps children feel safe, secure, and ready to learn.

## 9. Partnership with Parents and Community

Strong partnerships with parents and carers are central to children's success and wellbeing.

Home visits, stay-and-play sessions, workshops, and transition meetings help children settle confidently into school life.

Communication with families is supported through the Seesaw platform, where updates, learning observations, and messages are shared regularly.

Parents are welcomed daily and encouraged to speak with staff regarding any questions, concerns, or celebrations.

Strong links with our parish church enrich worship, celebrations, and community experiences for children and families.

## 10. Staffing, Ratios and Professional Development

Staffing ratios meet or exceed all statutory EYFS requirements at all times.

Our Reception classroom benefits from both a qualified teacher and a teaching assistant to support children's learning and wellbeing.

Staff receive safeguarding training, paediatric first aid training, and ongoing professional development linked to school priorities.

Continuous professional development ensures that staff remain informed about current research, statutory updates, and best practice within EYFS.

## 11. Health, Safety and Intimate Care

Safe, clean, and hygienic environments are maintained at all times to support children's health and wellbeing.

Risk assessments are completed regularly for activities, environments, and educational visits to minimise potential hazards.

Safe eating guidance is followed to ensure children are supervised appropriately during mealtimes and snack times.

Intimate care procedures are implemented sensitively, ensuring children's dignity is respected alongside robust safeguarding measures.

## 12. Transition

We view transition as a process rather than a single event and carefully plan transitions to support children emotionally and academically.

Children transition into Nursery and Reception through home visits, stay-and-play sessions, and close communication with pre-school settings.

Transition into Year One is carefully planned through visits, information sharing, and collaborative curriculum planning.

Individual transition arrangements are implemented where additional support is required.

## 13. Monitoring and Review

The EYFS Lead and Senior Leadership Team monitor curriculum quality, assessment accuracy, safeguarding compliance, and the learning environment.

Regular monitoring activities include lesson visits, learning walks, moderation, pupil voice, and discussions with parents.

This policy is reviewed annually or sooner if statutory guidance changes.

## 14. EYFS Curriculum Intent, Implementation and Impact

Our EYFS curriculum is designed to provide every child with the best possible start to their education. Through high-quality teaching, purposeful play, and meaningful experiences, children develop the knowledge, skills, and attitudes needed for future success. By the end of Reception, children will be confident, resilient, kind, independent learners who are well prepared for the transition into Year One.

### Impact Measures

EYFS Profile outcomes and progress from starting points.

Phonics attainment and early reading development.

Observations, learning journals, and assessment records.

Pupil voice and engagement in learning.

Parent feedback and partnership working.

Monitoring and evaluation by the EYFS Lead and Senior Leadership Team.

| **Linked Policies** | |
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| **Statutory Policy** | **Where it can be found** |
| Safe Guarding policy and Procedures | See Child protection and safeguarding policy |

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| Procedure for responding to illness | See supporting pupils with medical needs policy |
| Administering medicine policy | See administering medicines in schools policy |
| Emergency evacuation policy | See fire evacuation procedure posters |
| Procedure for checking identity of visitors | See child protection and safeguarding policy and attendance policy |
| Procedures for a parent failing to collect a child and missing children | See child protection and safeguarding policy and attendance policy |
| Procedure for dealing with concerns and complaints | See complaints policy |