



BELIEVE. ASPIRE. SUCCEED.

As Jesus welcomes and values children, we at St Michael's aspire to welcome and value all members of our community. We believe that this welcome and value provides opportunities for all to succeed. Matthew 18: v.2-5

Early Years Foundation Stage (EYFS) Policy

This policy was written by	Emma Eden July 25
Review Cycle:	Bi-annually
Next review Date	July 2028

1. Vision and Values

Inspired by Matthew 18:2–5 and Isaiah 54:13, our EYFS provision reflects our Christian ethos:

- Believe in every child's potential
- Aspire to nurture curiosity, resilience, and joy
- Succeed through inclusive, enriched learning experiences

Our core values as a Church of England school, **'believe', 'aspire' and 'succeed'** are at the centre of our Christian values which are further supported by our six church values: *Friendship, Responsibility, Respect, Thankfulness and Forgiveness* guide our practice and relationships.

This policy allows everyone to work together in an effective and thoughtful way. Using our core values, we aim to create a positive, calm and safe environment for all who are part of our school community and promote the best possible conditions for every child to thrive and progress. We have high expectations and utilise a wide range of approaches to encourage and help pupils improve their attitudes and mindset to their learning. When children are well supported by knowledgeable, enthusiastic staff they can achieve their goals and much more.

2. Aims

"When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow."

Development Matters Sept 2020

We aim to ensure all children:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life
- Are safe, healthy and happy
- 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 and no child is disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability
- Providing a firm foundation for future learning through planned activities focused on the individual needs, diversity and interests of the child, and informed by the use of ongoing observational assessment and discussions with parents/carers

3. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), effective from 1st September 2025.

This document also complies with our funding agreement and articles of association.

4. Structure of the EYFS

Reception– 4-5 years old

Admission, Induction and Entry Arrangements

The Head of School and the Reception teachers attend the Meet the Parents Event to meet prospective parents in the Autumn Term prior to starting school.

Visits by all children to their new reception classes are held in the afternoons near the end of the summer term prior to admission; this is in addition to parents' meetings and other meet and greet days planned. Visits by the Reception class teacher to the feeder nurseries to meet with key workers and children will also take place. This allows teachers to prepare for the needs of all children entering reception in the Autumn term.

We value the contribution parents can make to their child's learning and as such we hold two parents' evening events per calendar year to discuss progress and next steps.

Parent workshops are planned and delivered to share good practice and encourage children and parents to read together, share stories, and have a love of learning.

The Admissions criteria for Coningsby St Michael's Primary School have been agreed by the Academy Committee members (formerly governors). The admissions criteria are published on the school website.

Session Times

School starts at 8.45am and finishes at 3.15pm.

Lunchtime is from 12.00 to 12.45pm.

Children are given free fruit during the morning break, and they have access to water at all times. Children are given milk free of charge until the week of their 5th birthday. They may arrange to receive milk after this date by arrangement with the milk provider and will be charged accordingly.

Healthy and delicious hot school lunches are provided by the Big Red Kitchen. There is always a vegetarian option available, and fruit is provided as well as a dessert. Children may bring their own lunch in a lunch box which is stored in the cloakroom area until needed if preferred.

Organisation of the Class

Children are supervised at all times by a trained members of staff in both reception classes. Staff members include teaching staff and support staff. Throughout the day, children will have opportunities to work as part of a whole class, in small groups and individually. This will take the form of adult led, adult initiated and child-initiated activities.

5. Curriculum

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

Our early years setting follows the EYFS statutory framework (2025), focusing on:

- *Prime Areas:*

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

- *Specific Areas:*

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

Our curriculum is enriched with outdoor learning, spiritual reflection, and play-based exploration. At Coningsby St Michael's, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. Staff take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experiences.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. We recognise that children develop in individual ways and at varying rates.

We foster the 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

6. Teaching and learning

The framework does not prescribe a particular teaching approach. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Staff decide what they want children to learn, and the most effective ways to teach it. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction coupled with secure routines for play and learning. High quality provision both indoors and outdoors help to support an enriched, diverse and varied curriculum that allow all children to thrive, develop and reach their full potential.

As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

7. Assessment

At Coningsby St Michael's, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA) and carry out a Wellcomm assessment (a speech and language screening tool).

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
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools and the Trust, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

8. Working with parents

The EYFS setting cannot function without the enduring support of parents and carers. We recognise that parents are the child's primary educator, and we recognise this important role through regular engagement including:

- Having an open-door policy to enable parents to come and speak with staff should they have any concerns
- Twice annual parents' evenings
- Regular parents' information afternoons to offer support in all areas of the curriculum E.g. phonic and maths sessions
- Events and activities throughout the year which bring together children, parents and the school. E.g. celebration days, such as Cairns Ceremony, church services and parent drop ins
- Sending activities home for parents to complete with their children
- Digital online reading log: Learning with Parents

9. Inclusion and SEND

At Coningsby St Michael's, we believe every child is a unique gift from God, deserving of love, dignity, and opportunity. Our inclusive practice is rooted in our Christian values and the statutory EYFS framework, ensuring that all children regardless of ability can *Believe, Aspire and Succeed*.

- We tailor provision to meet individual needs and not just offer the same to all.
- Teachers and support staff are trained to spot signs of SEND early through observation, developmental tracking, and parental input.
- We follow the *Assess-Plan-Do-Review* cycle, adapting support as needed.
- **WellComm screening** and other tools are used to assess speech, language, and communication needs.

- Staff use **Development Matters** and **Birth to 5 Matters** to guide observations and planning.
- Staff receive regular training and updates around SEND and inclusive practice
- We have adapted learning spaces and routines
- Visual timetables. Sensory tools and quiet zones
- Celebrate diversity through our immersive enrichment days
- Use social stories and widgeo for communication
- Plan enhanced transitional meetings

10. Safeguarding and welfare procedures

In line with the 2025 EYFS updates, we have strengthened our safeguarding procedures:

- Safer Recruitment: References and suitability checks are mandatory and part of the Trust's process/ policy
- Child Absence: Procedures for follow-up and emergency contacts are available via BROMCOM. Home visits are conducted after 11am if the office staff have not been able to contact parents/carers regarding absence
- Nutrition: We follow new guidance to ensure meals are healthy and balanced (The Big Red Kitchen: Caterlink)
- Privacy and Supervision: Nappy changing and toileting practices balance dignity and safety and individual intimate care plans are in place if required. Two adults are always present if a child is changed
- Whistleblowing: Clear channels for reporting concerns
- Paediatric First Aid: All staff and trainees included in ratios must be PFA trained (this is at all times and on visits outside of school)
- During snack time: all children are seated, and an adult(s) must be able to see all their faces to prevent any choking incidents

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

11. Monitoring arrangements

This policy will be reviewed and approved by Emma Eden, Head of School, every year.

At every review, the policy will be shared with the Academy Committee members.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy Evacuation Fire policy Lockdown Policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy Children Missing Education Policy
Procedure for dealing with concerns and complaints	See complaints policy