

Sutton in Craven Community Primary School

(Statutory Policy)

Approval - Governing board can delegate



Early Years Foundation Stage (EYFS) policy

We are an aspirational place where learners grow.
Our school is kind and happy and we respect and celebrate the differences in ourselves, our community and our world.
Our children become responsible, determined and independent citizens.

Approved by:	Caroline Dawson	Date: 22/11/22
Last reviewed on:	March 2026	
Next review due by:	March 2027	

1. Aims

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

2. Legislation

This policy is based on requirements set out in the Early Years Foundation Stage (EYFS) Statutory Framework, which applies from 2nd September 2024.

This policy also has regard to:

- The Childcare Act 2006
- The Equality Act 2010
- Data Protection Act 2018 and UK GDPR
- Special Educational Needs and Disability (SEND) Code of Practice 2015

3. Structure of the EYFS

Our Early Years setting consists of one Reception Class with a maximum admission of 30 children.

Staffing

Our EYFS team comprises:

- 1 Reception Class Teacher (qualified teacher with QTS) who is also the EYFS and Phonics Lead
- 1 Advanced Teaching Assistant (Level 3 qualified)
- 1 Teaching Assistant

Staffing Ratios

While the statutory ratio for reception classes with a qualified teacher is 1:30, we typically maintain an enhanced ratio of **1:15** or better during the school day to ensure effective supervision and high-quality interactions with children.

Senior Leaders, in liaison with the Reception Class teacher and information gathered from home visits, carefully consider each new intake and risk assess the cohort dynamic and individual needs. This enables our school to ensure staffing levels allow for effective and safe supervision of our youngest children. Therefore, there may be cohorts that have an enhanced staffing model to support this.

Key Person Approach

Each child is assigned a key person from within the EYFS team. The key person:

- Helps ensure that each child's learning and care is tailored to meet their individual needs
- Seeks to engage and support parents and/or carers in guiding their child's development at home
- Builds strong relationships with children and their families
- Typically has responsibility for a small group of children (family groups of approximately 10 children)

Provision

We provide full-time education for children of reception age, with the school day running from 9:00am until 3:30pm.

Qualifications and Training

All staff working in our EYFS setting:

- Hold appropriate qualifications for their role
- Receive regular training and professional development in EYFS practice
- Are Paediatric First Aid trained in line with statutory requirements
- Receive safeguarding training in line with our safeguarding policy
- Have enhanced DBS checks and are suitable to work with children

3.1 Staff: Child Ratios and Safety (new section)

Ratios

We maintain the following staff:child ratios:

- Reception class with qualified teacher present: 1:30 (statutory minimum)
- Our typical practice: 1:15 or better to ensure high-quality interactions
- When the teacher is not present: 1:8 (with at least one member of staff holding a Level 3 qualification)

Mobile Phones and Devices

To safeguard children:

- Staff personal mobile phones are not permitted in the EYFS classroom or outdoor learning area
- Staff must store personal phones in a secure location (staff room/lockers)
- School devices (tablets/cameras) are used for observations and photographs, in line with our online safety and data protection policies
- Parents are reminded not to use mobile phones when in the EYFS setting during drop-off or collection times

Visitors

All visitors to the EYFS setting must:

- Sign in at the school office
- Wear a visitor's badge
- Be supervised by a member of staff at all times unless they have an enhanced DBS check
- Follow our safeguarding procedures (see our Safeguarding Policy for full details)

4. Curriculum

Our early years setting follows the curriculum as outlined in the [2024 EYFS statutory framework](#).

The EYFS framework includes 7 areas of learning and development that are equally important. 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.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

The three prime areas will underpin children's learning throughout the EYFS and beyond. Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Learning takes place both inside and outside and each plays a key role in supporting and extending children's development and learning.

Our EYFS seeks to provide:

- Quality and consistency with other early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between school and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

4.1 Planning

Our EYFS practitioners provide opportunities that build upon children's experiences and interests to enable all children to reach their potential in every aspect of their development. We believe that it is vitally important for adults to support children's learning through play. When planning and guiding children's activities we aim to fulfill three characteristics of effective learning and teaching:

- Playing and exploring
- Active learning
- Creating and thinking critically

Wherever possible, learning provided will be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be lifelong learners.

We value the diversity of children and families at Sutton CP and all are treated fairly, regardless of race, religion or abilities. We give all our children every opportunity to achieve their best. We achieve this by actively involving children in their learning and development. We set high, challenging and achievable expectations of all children from the onset of their experiences of Early Years.

Our Early Years Lead works closely with other subject leads to ensure that the building blocks that are planned for in reception are built on through a progressive curriculum. Subject leaders are also aware of where their subjects can be identified within the Educational Programmes and within the long term progressive planning that the EYFS implement.

4.2 Teaching

At Sutton CP School we believe children learn best through real experiences and active learning. We know children learn at their highest level when at play; therefore, we do not make a distinction between play and learning.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We aim to provide a rich and varied learning environment, as we know this will evoke children's curiosity and increase their motivation to investigate, explore and enable them to extend their ideas and experiences. The learning environment is made up of the inside and outside areas. Both, which are of equal importance, will be available to the children throughout the day. Children will have the freedom to regularly access both environments during their child-initiated learning time.

Both environments are set up in learning areas, where children are able to find and locate equipment and resources independently. Research indicates being outdoors has a positive effect on the children's development and offers opportunities for doing things in different ways and on a different scale than when indoors. Therefore we ensure children are free to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

We provide a daily routine which includes child-initiated, teacher-directed and teacher-initiated learning opportunities. We support children's learning throughout child-initiated time and in doing so, we ensure children have opportunities to engage and thrive in all aspects and areas of learning. Children need to have some independence and control over their learning. As children develop their confidence they learn to make

decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

We have developed a positive approach to transition at both ends of the Early Years year in order to allow as smooth a transition as possible from Nursery settings or home, right through to Year 1. It has been developed for both children and parents, as we recognise that this is an important part of a family's life, not just the children's. When starting school all children and parents are offered the same experience which includes:

- Parent information night
- Face-to-face home visits
- Nursery setting visits if appropriate, may include SENCO attending
- Transition visits to school in the term before starting
- Activities to complete over summer
- A staggered start to the academic year designed around the cohort dynamic

4.3 Early Reading & Phonics (new section)

We are committed to ensuring all children develop a love of reading and the skills they need to become confident, fluent readers.

Systematic Synthetic Phonics

We teach reading through a systematic synthetic phonics programme: Little Wandle.

Children:

- Have a daily phonics session
- Learn to segment and blend sounds to read words
- Apply their phonics knowledge to read decodable books matched to their phonics ability
- Take home reading books that are carefully matched to their phonics stage

Reading for Pleasure

Alongside phonics teaching, we:

- Read high-quality stories and non-fiction books to children daily
- Provide a rich reading environment with a well-stocked book corner
- Encourage children to develop a love of books and reading
- Share books with parents through our home reading programme
- Celebrate reading achievements

Supporting All Readers

We identify children who may need additional support with early reading and provide:

- Targeted intervention groups
- Additional 1:1 reading practice
- Multi-sensory phonics activities
- Partnership with parents to support reading at home

4.4 Early Mathematics (new section)

We provide a mathematics curriculum that develops children's understanding of number, shape, space and measure through practical, hands-on experiences.

Our Approach

Children:

- Develop a deep understanding of number to 10, including the composition of each number
- Explore patterns and relationships between numbers
- Develop spatial reasoning skills through block play, construction and outdoor learning
- Use mathematical language in everyday contexts
- Solve problems in meaningful, real-life situations

Teaching Methods

We use:

- Concrete resources (manipulatives) to support understanding
- Visual representations and mathematical mark-making
- Songs, rhymes and stories with mathematical themes
- Adult-led focused teaching and child-initiated exploration
- Indoor and outdoor learning opportunities

Mastery Approach

We follow a mastery approach to early mathematics, ensuring children:

- Develop fluency through varied and frequent practice
- Reason mathematically by exploring patterns and relationships
- Solve problems by applying their mathematical knowledge

4.5 Special Educational Needs & Disabilities (SEND) (new section)

We are committed to ensuring that all children, including those with SEND, receive high-quality early years education.

Identification

We identify children who may have SEND through:

- Ongoing assessment and observation
- Information from parents and previous settings
- The Reception Baseline Assessment
- Discussion with external professionals where appropriate

Support

When a child is identified as having SEND, we:

- Discuss concerns with parents at the earliest opportunity
- Involve our school SENCO - Christa Baldwin
- Follow the graduated approach: Assess, Plan, Do, Review

- Create individual support plans with clear targets
- Make reasonable adjustments to the environment and teaching approaches
- Work in partnership with external agencies (e.g., speech and language therapists, educational psychologists, occupational therapists)

Partnership Working

We work closely with:

Parents and carers

The school SENCO

External specialists and health professionals

Local authority SEND services

For full details, see our SEND Policy [website](#).

Accessibility

Our EYFS environment is accessible to all children. We:

- Ensure physical access to all areas
- Provide specialist equipment where needed
- Adapt resources and activities to meet individual needs
- Follow our Accessibility Plan [website](#)

4.6 Equality, Diversity & Inclusion (new section)

We value and celebrate the diversity of children and families at Sutton in Craven Community Primary School.

Our Commitment

We ensure that:

- All children are treated fairly, regardless of race, religion, gender, disability, or family circumstances
- Every child has equal access to all areas of learning and the full curriculum
- The learning environment reflects the diversity of our community and the wider world
- Children learn about different cultures, faiths and ways of life
- Stereotypes are challenged and children develop respect for differences

Supporting All Learners

We provide support for:

- Children with English as an Additional Language (EAL): We value home languages, use visual supports, and work with families to support language development
- Children from different cultural backgrounds: We learn about and celebrate different festivals, foods, and traditions
- Children with different family structures: Our resources and discussions reflect diverse families

British Values

We promote fundamental British Values through our EYFS curriculum:

- Democracy: Children have opportunities to make choices and have their voices heard
- Rule of law: We help children understand rules and why they are important
- Individual liberty: Children learn to make choices and understand that their choices have consequences
- Mutual respect and tolerance: We teach children to respect and value differences

For full details, see our Equality Policy [website](#).

4.7 Learning Environment (new section)

We provide a rich, stimulating and safe learning environment that supports children's development across all areas of learning.

Indoor Environment

Our reception classroom:

- Is organised into learning areas (e.g., role play, construction, creative area, reading corner, mathematics area, writing area)
- Provides resources that children can access independently
- Reflects diversity and challenges stereotypes
- Displays children's work and learning
- Is adapted to meet the needs of individual children
- Provides quiet spaces and active spaces

Outdoor Environment

Our outdoor learning area:

- Is available to children throughout the day in all weathers
- Provides opportunities for physical development, exploration and investigation
- Includes a mud kitchen,, a quiet garden area, space for running and ball games, and areas for mark-making and creative play
- Supports learning across all seven areas of the EYFS curriculum
- Is risk-assessed regularly to ensure it is safe and suitable

Safety and Risk Assessment

We ensure the environment is safe by:

- Conducting regular risk assessments of indoor and outdoor areas
- Maintaining equipment and resources
- Supervising children appropriately at all times
- Teaching children to manage age-appropriate risks
- Following our health and safety procedures

Accessibility

Our EYFS environment is accessible to all children:

- Physical access is available to all areas
- We provide specialist equipment where needed

- Resources and activities are adapted to meet individual needs
- We make reasonable adjustments in line with the Equality Act 2010

4.8 Transition (new section)

We recognise that transitions are important times for children and families. We have developed positive approaches to transition to ensure children feel secure and confident.

Transition into Reception

When children start in reception, we provide:

- Parent information evening in the term before starting
- Home visits to meet each child and family in their home
- Nursery visits where appropriate (including SENCO attendance if needed)
- Transition visits to school in the summer term
- Summer activities to complete at home
- Staggered start to the academic year, designed around the cohort's needs
- Key person allocation so children have a familiar adult
- Flexible settling-in arrangements if children need additional support

Transition to Year 1

To ensure a smooth transition to Year 1, we:

- Share information with Year 1 teachers, including EYFS profile data, observations and knowledge of individual children
- Plan transition activities in the summer term (e.g., visits to Year 1 classroom, meeting Year 1 teacher)
- Ensure continuity in teaching approaches, with a play-based approach continuing into Year 1 where appropriate
- Hold a transition meeting between EYFS and Year 1 staff to discuss each child's needs, interests and next steps
- Invite Year 1 teachers to attend EYFS profile moderation to understand assessment judgements
- Support children who may find transition difficult with additional visits or visual supports

Supporting Individual Needs

For children with SEND or those who may find transitions difficult, we:

- Create personalised transition plans
- Provide additional visits and familiarisation opportunities
- Use visual supports (e.g., social stories, photo books)
- Work closely with parents and external professionals
- Ensure key information is shared with receiving staff

5. Assessment (re-worded)

At Sutton in Craven Community Primary School, ongoing assessment is an integral part of the learning and development process.

Ongoing Assessment

Staff make regular observations throughout each day, both during child-initiated and adult-led activities. These observations:

- Identify each child's level of achievement, interests and learning styles
- Are used to shape future planning and next steps in learning
- Include contributions from parents and carers via Tapestry
- Focus on what children can do and their progress over time
- Do not involve excessive paperwork or take practitioners away from the children

Reception Baseline Assessment (RBA)

Within the first **6 weeks** of children starting reception, staff will administer the Reception Baseline Assessment (RBA). This:

- Provides a starting point to measure progress to the end of Key Stage 2
- Is not shared with parents as a score
- Informs our understanding of each child's starting points

Supporting Guidance

Throughout the school year, we use the non-statutory guidance **Birth to 5 Matters** to:

- Understand typical child development
- Identify next steps in learning
- Ensure appropriate provision across all areas of learning
- Support moderation of judgements

Identifying Additional Needs

Through ongoing assessment, we identify children who may:

- Need additional support in specific areas of learning
- Be working below age-related expectations
- Have possible SEND
- Be exceeding age-related expectations

We then:

- Discuss concerns with parents at the earliest opportunity
- Put targeted support in place
- Involve the SENCO where appropriate
- Monitor progress carefully

EYFS Profile

At the end of the EYFS (end of reception year), 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)

The profile:

- Reflects ongoing observations throughout the year
- Is informed by discussions with parents and carers

- Provides a well-rounded picture of each child's knowledge, understanding and abilities
- Is shared with parents and carers in the end-of-year report
- Is moderated internally (referring to Birth to 5 Matters guidance) and in partnership with other local schools to ensure consistent assessment judgements
- Is submitted to the local authority by the statutory deadline

Sharing Assessment with Parents

We share assessment information with parents through:

- **Tapestry:** Parents can view observations in real-time and see their child's progress
- **Parent meetings:** Formal meetings in Autumn and Spring terms to discuss progress in detail
- **End-of-year report:** Written report including EYFS profile results
- **Informal conversations:** Daily opportunities to discuss children's learning at drop-off and collection times

6. Working with parents (re-worded)

We recognise that parents are children's first and most enduring educators. We value the contribution parents make to their child's learning and work hard to develop and sustain strong partnerships with families.

Communication and Partnership

We build partnerships with parents through:

Before Starting School:

- An induction meeting during the term before children start school
- Face-to-face home visits to meet each child and family in their home environment
- Visits to nursery settings where appropriate (may include SENCO attendance)
- Transition visits to school in the term before starting
- Activities to complete over the summer holidays
- Information about how to support your child's learning at home

Throughout the Year:

- **Tapestry online learning journey:** Parents can view observations, photos and videos of their child's learning, and contribute their own observations from home
- **Reading Record Diary:** Regular communication about home reading
- **Home learning activities:** Suggested activities linked to classroom learning
- **Parent meetings:** Formal meetings in Autumn and Spring terms to discuss progress (with opportunity to discuss end-of-year report in Summer if desired)
- **Open-door policy:** Parents are encouraged to speak with the class teacher if they have any concerns (at drop-off/collection or by appointment)
- **Workshops:** Phonics workshops, mathematics workshops, and other curriculum information sessions
- **Celebration events:** Opportunities to come into school and see children's learning

Supporting All Families

We recognise that families have different circumstances and needs:

- For families without digital access to Tapestry, we can provide printed observations or arrange alternative access
- Information is available in different formats on request
- We can arrange interpreters for meetings if needed
- We respect different family structures, cultures and beliefs

How Parents Can Support Learning at Home

We encourage parents to support their child's learning by:

- Reading with their child daily and sharing books together
- Talking with their child about their day and their interests
- Practising phonics sounds and reading high-frequency words
- Exploring numbers in everyday contexts (counting, comparing, sharing)
- Providing opportunities for mark-making and early writing
- Encouraging independence (dressing, toileting, tidying up)
- Sharing observations of learning at home via Tapestry
- Attending school events and workshops

Concerns and Complaints

If parents have concerns, we encourage them to:

1. Speak to the class teacher in the first instance
2. Contact the EYFS Lead if concerns are not resolved
3. Follow our formal complaints procedure if necessary ([see our Complaints Policy](#))

7. Safeguarding and welfare procedures (enhanced wording)

The safeguarding and welfare of children in our EYFS setting is paramount. We follow the safeguarding and welfare requirements set out in the EYFS statutory framework.

Our Responsibilities

We:

- Safeguard children and promote their welfare through our safeguarding policy and procedures
- Ensure suitable people work with children through robust recruitment, vetting and induction processes
- Promote good health through healthy eating, physical activity, and teaching about healthy lifestyles
- Manage behaviour effectively and appropriately, never using corporal punishment
- Maintain records, policies and procedures to ensure the safe and efficient management of the setting

Promoting Good Health

We promote good oral health and general health by:

- Talking to children about the importance of good oral health, tooth brushing and healthy eating
- Providing healthy snacks including fruit and milk
- Ensuring fresh drinking water is available at all times
- Encouraging physical activity through daily outdoor play and PE sessions

- Teaching children about healthy lifestyles through our curriculum
- Following our procedures for responding to illness and administering medicines

Food and Drink

We provide:

- **Snacks:** Fruit or fresh vegetables and Milk are provided daily
- **Lunch:** Children can have a school meal or packed lunch from home
- **Dietary requirements:** We cater for allergies, intolerances and dietary requirements related to religious or cultural beliefs
- **Healthy eating education:** Children learn about healthy food choices through our curriculum

Parents must inform us of any allergies or dietary requirements, which are recorded and shared with all staff.

Managing Behaviour

- We have a positive approach to managing behaviour. We:
- Set clear, age-appropriate expectations and boundaries
- Use positive reinforcement and praise
- Help children understand the impact of their behaviour on others
- Support children to develop self-regulation skills
- Work in partnership with parents when behaviour is a concern
- Never use corporal punishment or any form of physical intervention that could cause injury or distress

For full details, see our [Relationships & Behaviour Policy](#).

First Aid and Accidents

- All EYFS staff are Paediatric First Aid trained in line with statutory requirements
- We have appropriate first aid equipment and facilities
- We record all accidents and inform parents
- We follow our procedures for responding to serious accidents or injuries

Full Safeguarding and Welfare Procedures

For full details of our safeguarding and welfare procedures, please see:

- Safeguarding Policy (including child protection procedures)
- Health and Safety Policy
- Administering Medicines Policy
- Emergency Evacuation Procedure
- Procedures for Missing Children
- Complaints Policy

All policies are available on our website:

<https://www.wherelernersgrow.co.uk/statutory-information-policies>

8. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Leader every 2 years, or when guidance or statutory requirements change (whichever is sooner).

At every review, the policy will be shared with the governing board.

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	https://www.wherelearnersgrow.co.uk/statutory-information-policies
Procedure for responding to illness	https://www.wherelearnersgrow.co.uk/statutory-information-policies
Administering medicines policy	https://www.wherelearnersgrow.co.uk/statutory-information-policies
Emergency evacuation procedure	https://www.wherelearnersgrow.co.uk/statutory-information-policies
Procedure for checking the identity of visitors	https://www.wherelearnersgrow.co.uk/statutory-information-policies
Procedures for a parent failing to collect a child and for missing children	https://www.wherelearnersgrow.co.uk/statutory-information-policies
Procedure for dealing with concerns and complaints	https://www.wherelearnersgrow.co.uk/statutory-information-policies

Supporting Documents

Early Years Foundation Stage Statutory Framework for group and school-based providers
(DfE January 2024)