CLAYTON ST JOHN CofE PRIMARY

EARLY YEARS FOUNDATION STAGE POLICY

Ratified by Governors:	17th March 2026	Signed Executive Headteacher: Mrs Gemma Emsley Full Governing Body
Next Review Date:	Spring 2027	

A member of the bdat family

Safeguarding Statement of Intent

At Clayton St John CofE Primary we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Clayton St John CofE. We recognise our responsibility to safeguard all who access the school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also work to ensure that our pupils are aware of Online Safety and who to talk to if they feel vulnerable or scared.

Vision

'Growing together in God's Love'

"Give thanks to the Lord, for he is good; his love endures forever."
1 Chronicles 16:34

Our Values



Statement of Intent

At Clayton St John CofE Primary we strive to ensure that our pupils are safeguarded against any form of harm. We ensure that our staff are trained appropriately, can identify signs of abuse and follow policy and procedures for reporting concerns, disclosures and allegations.

The Early Years Foundation Stage (EYFS) is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

At Clayton St John CofE, we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

We recognise the important role parents play in educating their children. We do this by:

- Talking to parents about their child before their child starts at school.
- Inviting the children to spend three sessions, with their teacher in the classroom before starting school.
- Sending home an all about me booklet for parents to complete before their child starts school. This allows parents to share any important information with us.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Inviting parents to attend drop in sessions to provide parents opportunities to discuss their child settling in.
- Sharing online learning journals with parents and encouraging parents to contribute.
- Parent information evenings on reading and phonics.
- Half-termly stay and play sessions.

Staff develop good relationships with all children, interacting positively with them and taking time to listen.

We also maintain good links with local nurseries and visits are undertaken throughout the Summer Term, giving our staff time to discuss new intake children.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development.

Across our EYFS, areas are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, be creative etc.

Children have access to both the inside and the outside environment at various points in the day which is known to have a positive effect on the children's development. The EYFS children have their own outdoor area with sand and water, climbing equipment, bikes, writing opportunities, mud kitchen, construction and role play. Spending time outdoors offers opportunities for exploring and learning things differently to when pupils are indoors and gives things a different perspective. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

Learning and Development

Our curriculum for the Foundation Stage reflects the learning aims and objectives set out in the EYFS Curriculum.

There are seven areas of learning and development that must shape educational provision in all early years' settings. All areas of learning and development are important and inter-connected and none can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across these areas of learning. They require a balance of adult led and child initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception year. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy

- Mathematics
- Understanding the World
- Expressive Arts and Design

Children's development levels are assessed and as the year progresses, 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 of the prime areas gives cause for concern, staff will discuss this with the child's Parents/Carers and agree how to support the child.

More information on this curriculum is available in a parent friendly handbook and can be found online at: http://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide/

Assessment

During the first term, class teachers assess the ability of each child using observations and activities. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. This first /baseline assessment also takes into account any other records we receive from previous pre-school settings, parents and childminders. Most of our children have attended our nursery which helps to facilitate this process. Children in Reception will also complete the statutory baseline assessment during their first 6 weeks in school. This will be carried out by their class teacher in a familiar environment.

Across the foundation stage we use a learning journey board to capture evidence of the children's learning and skill progression. We use Dojo to share learning with parents through photos and short observations. Parents are also encouraged to comment on observations added by staff and also to add any wow moments from home.

We also have a big emphasis on formative assessment and practitioner knowledge of the children. Staff in the setting are assessing the children on an ongoing basis through quality interactions. Key workers and class teachers then identify next steps in learning and add any personalised steps to our next steps board.

At the end of each term the EYFS team make summative assessments based on the learning we have observed throughout the term. Class teachers also write a reflection for any children not on track for ARE in any areas, outlining why they are not on track and what actions will be taken to ensure children make accelerated progress.

At the end of the final term of a pupil's Reception year class teachers complete the EYPSF. A summary of these assessments are sent to the Local Authority for analysis. The child's next teacher uses this information to make plans for the year ahead. We also share this information at Parent Evenings meetings and in the end-of-year report.

Transition

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date.

At Clayton St John CofE we have created good links with our main feeder nurseries and endeavour to build new relationships with pre-school establishments that are new to our school and for children in their care.

To ensure the best possible transition we:-

- make contact via phone with every feeder pre-school within our new intake to discuss essential information on every child.
- visit as many pre-schools as possible to meet children in a familiar setting.
- share important information about our school during new-parents meeting. (approximately in June)
- use written information sent by pre-schools to inform early planning.
- hold a series of 'welcome/taster' sessions for parents and children in June and July.
- share information in a transition meeting with key adults for children with additional needs.
- stagger entry of whole cohort in September to enable calm, quiet and more individualised start to school.

Safeguarding

At Clayton St John CofE we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;

- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;

- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;

- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;

- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (More information can be found in the school's safeguarding policy)

Intimate Care

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. We actively encourage parents to start helping their children become independent with these tasks as soon as they start in Nursery.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff and parents work in partnership to give the right support to an individual child. (More information can be found in the Intimate care policy)

The EYFS Team

Our EYFS team consists of experienced teachers who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning.

Our aim is that it is hard to distinguish between teacher and teaching assistant in our setting. Everyone works towards the same goal: to ensure every child achieves to their highest ability through learning through play and enjoyment.