

Christ Church (Brondesbury) CE Primary School

Early Years Foundation Stage Policy



Responsible Governors' Committee	Teaching & Learning Committee
Date approved	May 2025
Date of next review	Summer 2026
Signature	

*Going for **GOLD** with faith*

Christ Church (Brondesbury) CE Primary School

School Vision

Christ Church (Brondesbury) CE Primary School is a vibrant, welcoming and inclusive school at the centre of our diverse local community. We are perceived as a “family” by all who know us.

As a Christian school, we encourage everyone to be their best and to grow in God's creation. We provide a supportive, safe, respectful and reflective environment in which all flourish irrespective of their culture and belief.

We provide the highest standard of learning for all of our community and encourage them to pursue aspirational goals.

The school's vision is deeply rooted within the scripture passage:

2 Corinthians 8:7

“But as you excel in everything—in faith, in speech, in knowledge, and in all eagerness and in the love from us that is in you—make sure that you excel in this act of kindness too.”

Our vision is embedded within the Christian values of:

Compassion, Respect, Friendship, Forgiveness, Perseverance, Wisdom.

Our vision is expressed by all as **“Going for GOLD with faith”**.

This is explained and explored below:

Vision	Demonstrated as
Give learning your best	<ul style="list-style-type: none">• Try your best at everything• Follow the “give me five” rules
Own your choices	<ul style="list-style-type: none">• Be respectful and polite• Be honest and take responsibility for your words and actions
Love yourself, as God loves you	<ul style="list-style-type: none">• Love yourself, for you are special• Love your neighbours with all your heart
Dream big, work hard and pray	<ul style="list-style-type: none">• Aim high• Always be ready to learn• With prayer, everything is possible

This policy reflects and supports our school vision in that through our provision in the Early Years, we strive to “...provide a supportive, safe and respectful environment in which all flourish...”. This is echoed in our Going for GOLD with faith statement through “Love yourself and your neighbours as God loves you.”

Contents

1. Aims	3
2. Legislation	3
3. Structure of the EYFS.....	3
4. Curriculum.....	4
5. Assessment.....	5
6. Working with parents	5
7. Safeguarding and welfare procedures.....	5
8. Monitoring arrangements.....	5
Appendix 1. List of statutory policies and procedures for the EYFS.....	

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 [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

3. Structure of the EYFS

At Christ Church School, EYFS consists of a joint Nursery and Reception class, currently staffed by a Teacher, a Nursery Nurse and a Teaching Assistant.*

The Nursery class can hold up to 16 children (aged 3-4) in each session (morning/afternoon) with families choosing from 15 or 30 funded hours per week. Families who do not qualify for 30 hours funding have the option to pay for the second 15 hours each week.

Where capacity allows, the school accepts "Rising 3" children the term after their 3rd birthday, starting in January or April. These children attend Nursery for the remainder of the school year and a full year from the following September.

The Reception Class can hold up to 30 children (aged 4-5). Following a staggered integration period of around 2 weeks, these children attend for the duration of the whole school day.

**Where numbers become unmanageable for a joint class due to staffing ratios, we will return to separate Nursery and reception classes.*

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2023.

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.

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**

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also 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 experience. 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

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.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

In the Reception class, daily learning activities are undertaken with a specific learning focus, e.g. Phonics, Daily Supported Reading, Maths.

5. Assessment

At Christ Church School, 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 take into account observations shared by parents and/or carers. These observations and notes are recorded using the Tapestry system, which is shared with parents/carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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 for their child.

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

6. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through ongoing discussion with the staff team and are encouraged to share significant achievements which they see their child making.

Meetings are held with parents at the start of the academic year (home visits or in-school meetings) in order to learn about the child before they start their learning for the year. Parents are then invited to progress meetings in the Spring and Summer terms in which progress and next steps are discussed.

At the end of the school year, each family will receive a written report on their child's development. The report will focus on the areas of learning and will include mention of the Characteristics of Effective Learning which the children have shown.

7. Safeguarding and welfare procedures

We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

In Nursery

- Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

In Reception

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

Where Nursery & Reception classes are mixed:

- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Full Governing Board on an annual basis.

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	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
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
Procedure for dealing with concerns and complaints	See complaints policy