



Sleights Church of England
(Voluntary Controlled) Primary School

Early Years Foundation Stage Policy

September 2026

*Working together to be happy; to flourish; to succeed
through our Christian values
perseverance, respect and trust.*

In our Church school, our vision is to “work together to be happy; to flourish; to succeed”. This policy intends to outline how our whole school community lives this out in relation to our Early Years Foundation Stage.

Our Christian Values of are firmly rooted in this policy.

Christian Value	How is this value lived out in our online safety policy?
Perseverance	<i>I can do all things through Christ who strengthens me</i> (Philippians 4:13) As a school, we support all families to persevere with all aspects of the curriculum and schooling generally, even when things are difficult. In Early Years, the need to try and try again is so important, so our practitioners support children to take risks, tackle challenges and persevere in their learning journey.
Respect	<i>So in everything, do to others what you would have them do to you</i> (Matthew 7:12) Collaboration is a core aspect of our work. Therefore, when starting out on their schooling journey, it is important to us that information is sought from families about their child. This is treated with sensitivity and respect, as it informs the school's approach to teaching and learning.
Trust	<i>My God is my strength in whom I trust</i> (Psalm 18:2) Starting school is a big step for children and their families. We recognise this in full and understand the importance of ensuring highly effective relationships with all stakeholders, built on mutual respect and trust. Steps will be taken to support all families collectively and individually, so that trusting partnerships are established quickly.

Background

This policy will outline our school approach to our Early Years provision at Sleights.

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 families
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Throughout this policy, the Early Years Foundation Stage is abbreviated to EYFS.

Our approach

At Sleights, we believe that purposeful, practical and collaborative experiences are central to inspiring learning. In line with our school vision, when we work together with purpose, we believe that children are happy learners, who flourish and succeed. Sleights is safe and happy learning environment that provides children with rich opportunities for children to flourish and succeed.

Our approach:

- Collaboration amongst staff and children is an integral tool in curriculum intent implementation and impact.
- All staff and children are encouraged and supported to take risks in a safe and nurturing environment.
- Learning is exciting, engaging and inspiring for all.
- Well-planned and purposeful learning opportunities provide broad curriculum access for all learners.
- Principles of Early Years practice and the characteristics of effective learning underpin the entire school curriculum across the full age range.
- High expectations and standards and a culture of ongoing development and improvement leads to rapid progress and attainment.
- All subject areas are valued equally and have the same importance and impact on the whole curriculum.
- Children's interests, exploration and prior experiences drive curriculum developments and progress.
- Learning is 'brought to life' through opportunities to engage with subject experts and visits.
- Learning will be open ended and allow all children to consider "Where will learning take you?"

Legislation

This policy is based on requirements set out in the statutory framework for Early Years Foundation Stage.

Structure of our Early Years Foundation Stage

The Early Years Foundation Stage in our school consists of two classes. These are organised into Pre-School and Reception bases, as described below:

- Pre-School, known as Explorers Class, made up of 2, 3 and 4 year olds.
- Reception, known as Pioneers Class, made up of reception aged children (4 and 5)

Whilst each individual group have their own classroom, a shared outdoor space is utilised by both classes.

The leader of Early Years is Helen Louise Hann.

Explorers (Pre-School)

- Our Pre-School Provision is 'Governor Led'. Staff are qualified with NVQ Level 3 (or equivalent qualifications) This means that staffing operates on a ratio of 1:8 for children 3 and over and 1:4 for children aged between 2 and 3. All sessions will always be staffed by at least two members of our team.
- Our Pre-School Leader is Kayleigh Harrison.
- Explorers opens Monday – Friday (term time only) from 9.00am – 3.00pm. Morning sessions are 9.00am – 12.00pm. Afternoon sessions start at 1.00pm. Many of our children stay all day. Others also choose to leave before or after lunch.
- Lunch is served in our school hall. Children enjoy a hot meal, inline with the rest of the school.
- We offer private and funded places for children in our Pre-School.
- Charges apply in the following circumstances:
 - Additional sessions (above allocated funding): £16 per session for 3 years+, or £19.50 for children aged 2.
 - Snack: Charged at 50p per session
 - Meals: Charged at £2.25 per meal

*Prices correct as of September 2026

Pioneers (Reception and Year 1)

- Our Reception provision is teacher led.
- Our Reception teacher is Helen Louise Hann.
- Our Reception class is open Monday-Friday (term time only) from 8.50am – 3.15pm.
- Lunch is served in our school hall. Children enjoy a hot meal, inline with the rest of the school.
- There are no costs associated to the day to day operation of Reception class (lunch, milk, snack) but charges maybe incurred for uniform, which can be purchased from our main office.

Curriculum

Our early years setting follows the curriculum as outlined in the EYFS statutory framework.

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, and subsequent areas of learning are:

Communication and language

- Listening, Attention and Understanding
- Speaking

Physical development

- Gross Motor Skills
- Fine Motor Skills

Personal, social and emotional development

- Self-regulation
- Managing self
- Building relationships

The prime areas are strengthened and applied through 4 specific areas, and subsequent areas of learning:

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Pattern
- Shape, Space and Measure (included in Sleights' curriculum, but not statutory in national guidance)

Understanding the world

- Past and Present
- People, culture and communities
- The Natural world

Expressive arts and design

- Creating with materials
- Being imaginative and expressive

At Sleights, staff have created a bespoke curriculum, which maps out clearly intent, implementation and intended impact for each learning area identified. This curriculum plan identifies suggested activities and starting point for each area of learning at different times of the year. In addition, required key knowledge is also identified. However, the interest and engagement of the children cannot always be pre-determined. Therefore, if interest is shown in alternative directions or topics, staff will ensure that additional exploration and development of these ideas are also included in the plans and curriculum delivery.

Planning

Using our bespoke Sleights' curriculum, staff plan activities and experiences for children that enable children to develop and learn effectively.

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. The school's curriculum planning clearly identifies steps that can be used to support children. These are broken down into:

- What can adults do?
- Which resources can be used?

Teaching

All teaching at Sleights is adapted to meet the needs and interests of our children and their experiences. 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 purposeful and 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.

At Sleights, we use our own onsite forest to support the delivery of the curriculum.

In Reception, children also enjoy specialist teaching in swimming and computing.

Assessment

At Sleights, 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.

We use **Tapestry** as our online learning journey, to record observations. All staff contribute to these recordings and observations. The contributions of families are also included and valued in the recording of observations.

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.

Throughout the year, staff engage in ongoing dialogue about progress and attainment. Both formal and informal pupil progress discussions ensure that children's achievements and barriers are carefully monitored and supported.

Working with families

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. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Throughout the year, children's progress and achievements are discussed formally and informally. All staff are available to hold conversations with families informally. This can be achieved through discussions at pick up and home time, discussions over Tapestry, or the telephone.

Each term, formal discussions take place through parents evening consultations. At the end of a year, a written report is also produced and shared.

Safeguarding and welfare procedures

Safe Eating

Safe eating measures are in place for children in Early Years. This includes ensuring that:

- At any time when children are eating, a paediatric first aid (PFA) trained member of staff is present.
- Before the child enters the setting, information is gathered about special dietary requirements, preferences, food allergies and intolerances and other health requirements. All staff have access to this information.
- Parents / carers, and healthcare professionals in some circumstances, are consulted in order to create allergy action plans for children with allergies. These are regularly reviewed.
- All staff recognise symptoms of and know the treatments for, allergies and anaphylaxis.
- Food is prepared suitably in order to prevent choking. This includes how it is cut and cooked.
- Low chairs are used for seating children while eating.
- Children are closely observed and listened to while eating and drinking. This includes supervising children's faces during mealtimes; this allows them to react quickly in the

case of choking or allergic reactions. Care is also taken to ensure children do not swap their food.

- Any choking incidents are recorded and the parents / carers made aware. We will review records of any near miss incidents or accidents often to identify any patterns or common issues that need to be addressed.

Safe Sleeping

We recognise that some children may require naps during their time in school. The following procedures are in place:

- Children must be placed down on their back in their own separate sleep space on a clear, flat, firm mattress on the floor
- Regular checks on children sleeping is taken and recorded
- Children's temperature is monitored during sleep
- Children's heads must not be covered
- Children must always be within sight and hearing of staff when sleeping

Oral Health and Hygiene

We promote good oral health, as well as good health in general, in the early years by:

- Including safety within our curriculum planning, both as a standing agenda and when introducing particular tools, ideas or resources.
- The effects of eating too many sweet things
- The importance of brushing your teeth
- How exercise is positive to keep you healthy
- How to stay safe online (appropriate content matched to session content)

Intimate Care

See our full intimate care policy and procedure. The process for intimate care is:

- The child/toddler will be placed safely while staff wash their hands
- Staff MUST wear disposable gloves & apron
- Child placed on the changing area
- Wet/soiled nappy removed
- Child cleaned from front to back and barrier cream may be applied
- Clean nappy placed on child
- Wet/soiled nappies and all cleaning materials will be bagged and disposed of in the nappy bin.
- Staff to remove gloves and apron which must be disposed of immediately by placing in a rubbish bin.
- Child returned to room
- Staff clean mat with disinfectant spray and wipe down with paper towels.

Please see our full school Child Protection Policy and manual for a full summary of safeguarding practices.

The use of mobile technology

A range of mobile devices are used to support staff carry out their duties to complete and collate observations on our online learning journal, Tapestry. The school issues staff with iPads and, in the Pre-School, a school phone.

All devices are managed on the school's management system. All devices are also password protected.

To support staff workload, devices may be taken between home and school. All staff sign an acceptable use policy. Alongside this, the school's online safety policy sets out the appropriate behaviours and actions for staff. This includes not sharing passwords, completing GDPR statements and ensuring all data is stored securely.

The school phone is used as an opportunity for Pre-School parents to communicate directly with Pre-School staff. This contract is managed by Schools ICT.

Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and Early Years Leader every 3 years.

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