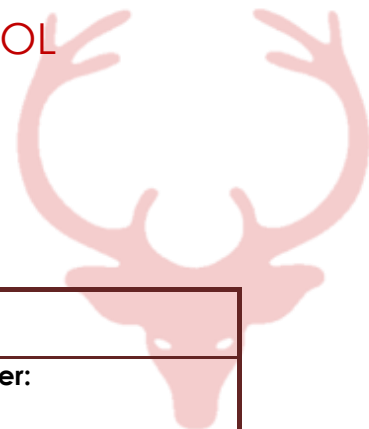


THE RICHARD CLARKE FIRST SCHOOL



Policy Name:	EYFS (Early Years Foundation Stage) POLICY	
Policy Author: Mrs Katie Read	Linked Governor/reviewer:	
Date Approved by Governors:	Committee: Standards	
Review Frequency: after the updated EYFS framework is released	Related Policies: SEND H&S Whistleblowing Safeguarding Safer recruiting Attendance Intimate care Online safety Cross curricular areas	
Date for review: 2027	Statutory or Voluntary (S/V):	V
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Chair of Governors:		Date:
Audience:		Website: Yes / No
Pupil Governors		
Finance/resources Governors		
Standards Governors	✓	
Teaching Staff	✓	
Support Staff	✓	
Lunchtime Staff	✓	
Parents	✓	
Other		



EYFS policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Our Early Years Foundation Stage accommodates children from the age of 4 to 5 years. In our school we have one full-time reception class. Our reception class has a full time teacher and part-time teaching assistants who fulfil welfare and support roles.

Intent

At The Richard Clarke First School Foundation Stage we aim to give each child a positive and meaningful start to their school life, in which they can establish solid foundations on which to develop into independent and fearless lifelong learners.

We will encourage children to develop independence within a secure and friendly atmosphere; support children in building relationships through the development of social skills such as cooperation and sharing; build on their vocabulary to enable them to be successful communicators and learners and help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to thrive in their school career.

Screens and technology are used thoughtfully and purposefully to enhance children's learning. We have access to a large screen for whole class teaching, Beebots to learn the basics of programming and iPads for independent work.

Implementation

We follow the Early Years Foundation Stage statutory framework which defines how we operate and underpins the development of our curriculum in Reception.

The EYFS is based upon four principles:

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

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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

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and development

Our Foundation stage comprises one large classroom with connecting toilets and outdoor space. All our learning environments are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The learning environment has been designed to enable children to locate and tidy up equipment and resources independently.

Areas of Learning

The EYFS is made up of **three prime areas** of learning:

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

There are **four specific areas** of learning:

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

At RCFS, all areas are delivered through a well-planned play based approach, with a balance of adult led and child initiated activities. Throughout the foundation stage our long, medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level. Our long term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELG's) that define the expectations for children to reach by the end of the EYFS. We follow a half termly thematic based approach, based around quality texts which allows flexibility to ensure that both children's needs and interests are taken into account.

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Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling and scaffolding play, facilitating, supporting and extending vocabulary.

Characteristics of Effective Teaching and Learning (CoETL)

The EYFS also includes the characteristics of effective teaching and learning and practitioners observe children's CoETL in order to further support them. CoETL highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;

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.

These are implemented in a child friendly way through the use of 'Lenny Lions learning zoo'. In the EYFS, we recognise the importance of developing CoETL skills and attitudes for future positive learning attitudes.

Inclusion

Our whole school ethos, as well as that of the foundation stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We aim to build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children's learning needs.

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We provide: a wide range of opportunities to motivate and support children and to help them to learn effectively; a safe and supportive learning environment in which the contribution of all children is valued; resources which reflect diversity and are free from discrimination and stereotyping; challenging activities for all children and for those whose ability and understanding are advanced. We will monitor children's progress and take action to provide support as necessary. Where a specific need is suspected we will liaise with the Special Educational Needs co-ordinator and seek advice from outside agencies, such as the speech and language service and the educational psychologist services amongst others. We adhere to the Equal Opportunity and Inclusion policies of the school.

Early Years Pupil Premium – we identify our least advantaged pupils and inform parents or carers of their opportunity to apply for their child's entitlement to extra funding in school. All extra funding we receive will be used to support areas in which we identify that the child will best benefit. We will track children's progress to ensure that they are making good progress and to ensure that support is adjusted to target specific areas as the child develops.

Transitions

At RCFS, we recognise that starting school and moving class has the potential to be a stressful time for both children and parents. To this end we have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of each year group.

Parents are provided with key information, school expectations, knowledge on our curriculum and assessment and advice on how they can help their child before they start school. Once the children have settled in, parents are provided with further information on the curriculum, day-to-day procedures, home learning and principles of teaching and learning in the early years.

Children are given as much opportunity as possible to visit Reception while still at Nursery to familiarise themselves with the setting and staff. Initially, the Reception teacher endeavours to visit the children in their preschool setting and have discussions with the practitioners. They are then invited to visit Reception before the summer holidays. In September, children have a staggered start over a few days to give them opportunity to settle in small groups. Longer staggered starts are offered to children who need it.

At the end of Reception, children have the opportunity to meet with their new teachers in their classroom prior to starting Year one and take part in different activities with them before the end of term. At the end of each school year teachers have the opportunity to share their knowledge of each child's knowledge, understanding and achievements, including end of year assessment data, with their next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year.

Children in Reception class make use of the whole school facilities, such as the hall, library and school field for appropriate activities to ensure that children are confident and well prepared for moving around the school and for mixing with older children when they start KS1. Early on in the Reception year, when children are ready they are gradually introduced to whole school activities such as

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assemblies and they take part in whole school celebrations like our Harvest festival, Christmas concert and Spring Sing.

Community Links

In the Early Years, we familiarise children with their local area through trips and visits and walking trips into Abbots Bromley. We also utilise local links like visits to the fire station and the church.

Partnership with Parents

We work closely with parents as their children's first educator, we want parents to feel they can speak to us about their child and to feel comfortable in our setting. We offer parents a variety of learning workshops to provide advice and information on how they can support their child's learning. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teacher.

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We use the Class Dojo app to communicate with parents and encourage them to share successes and discuss concerns so we can support the child. We also use Google Classroom to share information about our learning at school with information, resources and ideas for learning at home.

Parents are encouraged to join in with their child's education from the very start of their school journey. Parents are encouraged to support children's learning through completing reading records, simple homework activities and by sharing assemblies and whole class activities.

At RCFS, we value the importance of the three-way relationship between children, parents and staff, as it enables children to make good progress and to maximise their potential. We have many opportunities for all parents to celebrate the children's progress and achievements, and to share areas for further development. Children, parents and staff all have the opportunity to contribute. Parents receive information about their child's learning through formal parents meetings, written reports and informal chats.

Health & safety and safeguarding

Statement from the school's safeguarding policy

I2e is committed to safeguarding and promoting the welfare of all children in our early years settings. Safeguarding is everyone's responsibility and is integral to all aspects of our provision. Early years procedures and safeguarding considerations are mandatory components embedded within all Trust policies, including technology and mobile phone use (personal device restrictions, photography protocols, digital safety), safer recruitment (enhanced DBS checks, qualification verification, comprehensive referencing for all staff and volunteers), codes of conduct (appropriate physical contact, professional boundaries, supervision requirements), staff ratios and supervision (statutory minimum ratios with qualified staff), toileting and intimate care (dignity protocols, two-adult policies where practicable, detailed care plans), whistleblowing (clear reporting channels, immediate escalation procedures), and training (mandatory induction and specialised training for non-verbal children). All Trust policies where appropriate, include early years safeguarding impact assessments, specify age-appropriate

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implementation procedures, and establish clear accountability through designated safeguarding leads.

Any allegations of harm will be reported to Ofsted where required.

If needed, we follow the EYFS framework's statutory requirements for safer sleep.

At the Richard Clarke First School, we are fully committed to ensuring that every child in our Reception class is safe, secure and protected at all times. In accordance with the EYFS 2026 safeguarding and welfare requirements, we maintain robust safeguarding policies and procedures — including safer recruitment (with verified references for all new staff *before commencing work in school*) and mandatory paediatric first aid training for all staff and trainees who count within staffing ratios. We designate a trained safeguarding lead (DSL) who, together with any appointed deputy, is always available during school hours to respond to and manage any child protection concerns in line with local statutory guidance.

We ensure staff receive regular safeguarding training and are supported to stay up to date with changes in legislation and best practice.

Our procedures also provide for careful supervision during intimate care (such as toileting or nappy-changing) and maintain children's privacy, balanced with safeguarding oversight.

Additionally, we monitor attendance closely: any prolonged or unexplained absence will prompt prompt follow-up using emergency contact details so that we can ensure the child's safety and welfare.

Through these measures, we aim to create a safe, nurturing, and supportive environment — one in which children, families and staff can trust that safeguarding and welfare are a top priority at all times.

Please see the wider school's policies for

Safer recruiting

Safeguarding

Whistleblowing

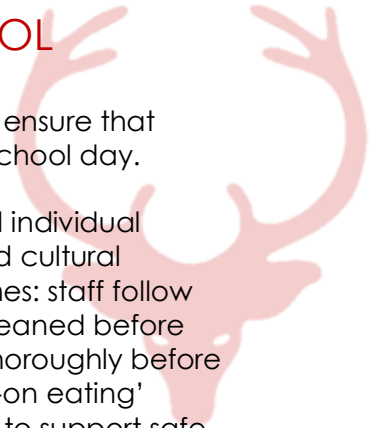
Attendance

Intimate care

Nutrition

At the Richard Clarke First School, we are committed to promoting healthy eating and positive nutrition habits in line with the 2026 EYFS nutrition guidance. Our Reception children receive balanced, age-appropriate meals prepared by our external catering provider, who follows national early years nutrition standards to ensure that food offered is nourishing, safely prepared, and suitable for young children. Daily fresh fruit and milk, provided through the Government's School

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Fruit and Vegetable Scheme and the Nursery Milk Scheme, help ensure that children have regular access to healthy snacks throughout the school day.

We work closely with parents, carers and our caterers to meet all individual dietary needs, including allergies, intolerances, religious diets and cultural preferences. High standards of hygiene are maintained at all times: staff follow strict food-handling procedures, eating areas and utensils are cleaned before and after use, and children are supported to wash their hands thoroughly before meals and snacks. In line with best practice, staff maintain 'eyes-on eating' supervision, ensuring children are closely monitored while eating to support safe eating habits and reduce any risk of choking. All food served in the EYFS is prepared, stored and presented safely, with careful attention to portion size, texture, and minimising choking risk. Through these combined measures, we aim to create a healthy, hygienic and supportive food environment that promotes children's wellbeing and fosters lifelong healthy eating habits.

Assessment

In Reception, our main goal for assessment is to ascertain if the children are secure in the knowledge and skills that they have been taught and to plan support and intervention for those children who need it.

At the beginning of the year, we gather information from different sources- their previous setting, parents, the Reception Baseline Assessment and our own observations and assessments in the first few weeks of school. We then use our assessments to identify those children who need extra support to meet the Early Learning Goals at the end of the year and achieve the Good Level of Development.

Throughout the year, practitioners support the children in their play through high quality interactions that scaffold the children's learning. Observation and assessments are recorded when necessary to support practitioner's assessment, along with samples of work which show progression. These form the child's learning journey book which provides a scrapbook style log of the children's experience in Reception. Children are supported to look back at intervals over their learning and reflect on their progress.

At regular intervals, practitioners reflect on the children's learning and identify those who are not on track to meet the Early Learning Goals at the end of year and need extra support. Plans are created for these interventions in small groups or in provision.

At the end of the year, practitioners make a final judgement and decide if the child has met the Early Learning Goals and is therefore 'expected' or has not met the Early Learning Goals and is therefore 'emerging'.

Impact

Children in the Early Years at the Richard Clarke First School are enthusiastic, passionate learners. They enjoy coming to school and are excited to learn. They talk positively about the taught subjects of phonics and maths and love learning

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new knowledge and skills. They feel safe and secure and make friends quickly. Children at RCFS are able to consider their play, make plans and collect the resources they need. They know the difference between right and wrong and are able to talk about their feelings. By the end of Reception, children have made good levels of progress in their skills which set them up well for their journey through the rest of the school. Those children who will continue to need more support have been identified and information is shared during transition meetings with Year 1.

