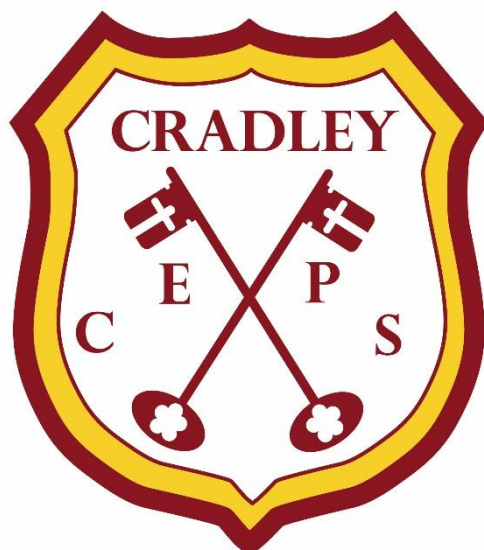


Cradley CE Primary School



Early Years Foundation Stage (EYFS) Policy

Contents

1. Vision and values	
2. Aims.....	2
3. Legislation	4
4. Structure of the EYFS	4
5. Curriculum.....	4
6. Assessment	6
7. Working with parents.....	5
8. Safeguarding and welfare procedures.....	7
9. Monitoring arrangements.....	10
Appendix 1. List of statutory policies and procedures for the EYFS	

1. Vision and values

Our school values, vision statement and aspirations have been arrived at through consultation with the whole school community.

Our values

Respect, caring, courage, trust, perseverance, forgiveness, resilience and belonging.

Our vision statement

'Believe, belong, be happy; every child, every chance, every day'

Our aspirations for our children

Believe

At Cradley Church of England Primary School we believe that every child is made in the image of God and as such is a person of great worth, to be valued and treated with respect. We want our children to believe in themselves and their own abilities so that they can aspire to be the best they can be. As a school we believe in all our children and encourage them to aim high and to follow their dreams. We will help our children to develop resilience, to have the confidence to choose the right path in life, but also to find their way back if they take a wrong turn. We will offer them an encounter with Jesus Christ, support them on a journey of faith and guide them in their spiritual life.

Belong

All relationships at Cradley CE are inspired by the example of Jesus; we aspire to be a welcoming and inclusive community in which all who belong can flourish. Our core Christian values are at the heart of all we do, allowing us to develop a true feeling of belonging and a sense of shared identity. We hope that everyone who comes to Cradley CE feels part of our Cradley family. Our children are encouraged to value and embrace the many local, national and global communities to which they belong and we support each child in developing the qualities of character which will help them to

participate in their communities and to grow as responsible, compassionate and caring citizens.

Be Happy

Happiness is the key to success and this knowledge underpins everything we do at Cradley. We want our children to feel safe, secure and happy at school: happy to talk, happy to listen, happy to learn and happy to try new things and take risks. We will help each child to see that they are special and encourage them to value themselves, to be happy with who they are, a unique child of God.

Every Child

At Cradley CE we believe that every child is worthy of love and compassion and should be treated with dignity. We understand that every child is precious, each with their own special talents, needs and abilities. Through our broad and rich curriculum, each child is nurtured in confidence and given the opportunity to succeed, building on their own unique gifts.

Every Chance

At Cradley we believe that each child should have every chance to live life in its fullness and to fulfil their potential. We have high aspirations for all our children and our dedicated staff are committed to providing high quality teaching and learning. We encourage our children to be independent, resilient learners who cope wisely when faced with challenges or difficulties. We work in close partnership with parents and other stakeholders to open up horizons of hope and aspiration so that every child has the best possible chance to succeed and reach their potential.

Every Day

We encounter each new day with the view that anything is possible; each day is a chance to do better, with endless possibilities for our children to fulfil their potential. We encourage our children to make the most of every day and make sure each child has new and exciting opportunities to explore. Inspired by the Christian faith, forgiveness underpins all relationships; children are given a fresh start each day- another chance when they have made a mistake. They are encouraged to be forgiving in their daily lives and to give others another chance too. Through the variety of experiences and opportunities offered every day, our children receive a school experience which prepares them for their journey through life.

This policy is carried out within the context and spirit of the school's Vision Statement and supports and reinforces our aspirations for our children.

Our EYFS policy is therefore designed to realise our vision for our children; it is our aim to raise the aspirations and confidence of all our pupils to ensure that they have 'every chance, every day'. It aims to promote an environment in which everyone feels happy, safe and secure.

2. Aims

This policy aims to ensure:

- That our vision for our children is realised
- The 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

3. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

4. Structure of the EYFS

At Cradley C of E, our early years provision consists of one Reception class, with space for 30 children. Children in our Reception class have access to an indoor classroom and an outdoor area, as well as timetabled access to the school playground, school field, trim trail and digging areas throughout the week or term.

Start and finish times

Reception: 8:45 a.m. to 3:15 p.m.

Reception lunchtime: 12:15 p.m. to 1:15 p.m.

Snack arrangements

Children in the EYFS are provided with a drink of milk and a piece of fresh fruit funded by a Government initiative each day. There is always fresh water available for the children and children are encouraged to bring a water bottle filled with water each day, to drink outside of snack time. The daily snack on offer is supplemented each day with additional healthy options such as breadsticks or crackers. Where they are able, parents provide a voluntary contribution each half term to help to fund this additional provision. Reception children are allowed to bring squash or juice from home to consume during snack time or at dinner time if needed. Any staff involved in the handling or preparation of food have completed a relevant food hygiene course.

5. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of 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 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

Our EYFS pedagogy and curriculum is a mix of different approaches which encompass our whole school curriculum intent, the children's interests, our long-term overview and our progression maps. Our long-term overview provides key themes and texts which help expand the children's knowledge and understanding of different topics, whilst offering children the opportunity to 'dig deeper' into key topic areas. Flexibility is built into the long-term overview to enable children's own interests to be used to inspire learning topics.

Progression maps have been designed to run alongside the long-term plan, mapping the small, incremental steps needs for children to make progress in the 7 curriculum areas. Curriculum intent and implementation are clearly marked on each progression map alongside relevant vocabulary.

5.1 Planning

The EYFS at Cradley CE Primary School provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff plan activities and experiences 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.

Just as the role of the EYFS practitioner is pivotal in young children's development, so too is the role of an enabling environment. Children across our EYFS will have access to a well-resourced, stimulating indoor and outdoor environment, which is organised to allow maximum independence but also to foster the characteristics of effective learning.

5.2 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.

Children at Cradley CofE take part in daily phonic sessions following the ELS phonics scheme and whole class maths sessions following the Maths Mastery program. Music, handwriting, P.E., R.E. and RSHE are taught discretely using school-wide schemes, in an age-appropriate manner.

6. Assessment

At Cradley C of E Primary, 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.

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

On entry to school, staff undertake a baseline assessment. This is generated using a variety of different sources, including observations of the child, professional judgement, and reference to EYFS progression map (created using Development Matters, Birth to 5 and EYFS staff knowledge). This baseline is then used to help shape the provision on offer for that child. At key points during the year, termly assessments are made to judge whether children are on track for end of year expectations (using the EYFS progression map) and to further shape the provision on offer.

Speech and language skills are assessed on entry to school using the WellComm assessment tool and the relevant programs are delivered throughout the Reception year in order to develop these essential skills.

We recognise the importance and impact of early intervention and any concerns with regards to children's development are flagged as soon as they arrive. Staff are trained in a range of intervention strategies e.g. phonics or WellComm intervention and appropriate support and intervention is provided for individuals as and when needed. The school SENDCo is consulted and involved as appropriate.

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.

If a child has achieved the expected level in all the prime areas along with Literacy and Mathematics, then they will have achieved a Good Level of Development (GLD). This provides a good indication of their readiness to move into Year 1.

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.

7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. The class teacher is assigned as the key person for all children in the Reception class and relationships are developed from the earliest opportunity during school transition. Prior to their child starting school, parents are invited to attend a parent meeting and a stay and play session. In addition, the class teacher and support staff visit each child at home. We operate an open door policy, whereby parents/ carers can speak to a member of staff at the end of each day. Alternatively contact with the class teacher can be made via telephoning the school office or by sending a message using 'class dojo' or email.

Parents and/or carers are kept up to date with their child's progress and development throughout the year. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Progress towards the early learning goals is shared with parents during parents evening; through conversation with the class teacher and by sharing work.

EYFS staff support parents and/or carers in guiding their child's development at home. Workshops are carried out throughout the year to share approaches to teaching phonics, reading and maths and supporting materials are shared on the class page. Our approach remains flexible to ensure that we can incorporate new workshops which may be essential to a particular cohort of children. Where appropriate, the class teacher will support families to engage in more specialist support if needed.

Towards the end of the Reception year, parents are invited to attend a transition meeting as part of the transition program to support their move into Year 1.

In order to ensure effective communication, we ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible). All parents are encouraged to join the class dojo page at the start of their Reception year.

8. 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 can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our Safeguarding and Child Protection Policy for more information.

8.1 Staffing ratios

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:

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

8.2 Pediatric first aid (PFA)

All members of staff are emergency PFA trained. In addition, at least 1 person with a current, full pediatric first aid (PFA) certificate is 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 and complies with guidance as outlined in Annex A of the EYFS Statutory Framework.

8.3 Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

8.4 Oral health and tooth brushing

In early years, we promote good oral health, as well as good health in general. To support this, we have visits from the school nurse and we talk to the children about:

- The effects of eating too many sweet things
- The importance of a balanced diet
- The importance of brushing your teeth
- How to wash your hands effectively
- Why exercise is important

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8.5 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid, full Pediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in a designated eating space.

During daily snack times, children will sit together on the carpet facing forwards, closely monitored by a member of staff with full PFA.

During dinner times, children are sat at relevant tables in the school hall. Children are supervised by a member of staff with full PFA at all times.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. The class teacher is responsible for checking that food/ drinks provided at snack time

meet all the requirements for each child and that this information is shared with all members of the Reception team. At lunchtime, requirements are clearly noted on the ordering system and are cross checked by serving staff.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
- We will also keep this information up to date and share it with all staff

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

During lunch times, staff will ensure that food is cut into appropriate sized pieces. Sausages will be cut length wise before cutting to further prevent the risk of choking. Small fruit, such as grapes, will be cut into 4 pieces.

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

8.6 Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

An accident form is completed for any accident or injury requiring first aid treatment. Forms are completed by a member of staff trained in emergency PFA. A digital copy of these forms are sent to parents and carers on the same day via the class dojo platform. A simple, written log is kept in the EYFS classroom of accidents and injuries and individual forms are uploaded to the school system for future reference.

In the event of any head bump/ injury, an additional head bump form is completed and a member of staff will speak to parents/ carers at the end of the day, enabling them to sign the head bump form. Signed forms are kept electronically on the school system for future reference.

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable

8.7 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

8.8 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as spare clothes

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

Intimate care plans are written in conjunction with parents for any child requiring regular support with nappy changing. These are reviewed regularly.

9. Monitoring arrangements

This policy will be reviewed and approved by the headteacher every 3 of years.

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

This policy was reviewed by R Darby May 2026

Approved by Governors May 2026

Will; be reviewed annually or upon updates as and when required.

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