

Early Years Foundation Stage (EYFS) Policy

September 2025



Laura Perks
EYFS Leader
September 2025

Introduction

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

The EYFS aims to provide:

- **Quality and consistency** in all early years settings so that all children make good progress.
- **A secure foundation** through learning opportunities that are planned around the needs and interests of each individual child.
- **Partnerships** between different practitioners and parents/carers.
- **Equality of opportunity** for all children, ensuring that all children are included and supported.

(DfE, July 2020)

This Early Years Foundation Stage framework applies to children from birth until age five. This policy refers to the provision of Education for children from starting Nursery (age 3) until the end of the Reception (age 5) year at Codnor Primary School. At Codnor Primary School, the EYFS consists of three terms in Reception.

At Codnor Primary School, we understand the importance of a high-quality Early Years environment and the impact this can have on a child’s future development. We aim to ensure that all children receive a challenging and stimulating education that helps to develop a love of learning and safe risk-taking which will continue throughout life.

At Codnor Primary School, we ensure we follow specific principles which include:

- Ensuring that children understand they are **unique and individual**. All staff are aware that every child is unique and can be resilient, capable, confident and self-assured.
- Ensuring that children learn to be strong and independent through **positive relationships**.
- Ensuring that children learn and develop well in an **enabling environment** in which they have access to a range of resources and experiences.
- An understanding that all children are different and **learn and develop** in different ways and at different rates. This principle covers all children, including children with special educational needs and disabilities (SEND).

(Statutory framework for the Early Years Foundation Stage, 2021)

Codnor Community Primary School, Church of England Controlled, is committed to attaining high standards by creating a happy, secure learning environment in which all members of the community can grow in self-esteem, achieve full potential, and develop spiritual awareness within the Christian faith.

***Learn, strive and achieve in a caring Christian environment
“Let Your Light Shine”***

We aim to:

- Enable all children to achieve their full potential in all areas of the curriculum.
- Develop in children a love of learning and a desire to achieve high standards.
- Provide children with an education appropriate to a changing world.
- Use all resources available to school to provide the best possible learning environment.
- Help children to live together within our local community, and the wider multicultural society.
- Develop in children a sensitivity to others and a readiness to become responsible, independent people.
- Develop in children a positive sense of moral responsibility and self-discipline.
- Develop children's spiritual awareness.
- Ensure that our children and school promote tolerance, respect and awareness for people of all faiths or none, and for all cultures and lifestyles.
- Prepare children positively for life in modern Britain, which they demonstrate through their words and choices in school and when out in the community.
- Give children opportunities to lead their own worship through prayer, respect and reflection. Collective Worship is integral to daily life at Codnor Primary School, and Christian Values are shown through the teachings of Jesus Christ.
- Ensure our children are safe. We always put our children's safety first and follow the recommendations and procedures for Safeguarding and Child Protection, and Safer Recruitment.

Codnor Stars

At Codnor Primary School, our aims are based around 5 Codnor Stars: Safety First, Take Responsibility, Aspire, Respect and Support Our Community. The school ethos is based on these 5 stars and children are taught both exclusively about each star and also throughout daily school life.

Aims of the EYFS

1. To ensure that all children are happy, healthy and safe both in school and at home.
2. To develop children's cultural capital, ensuring that they have a wide understanding of the world around them to prepare them for the future.
3. To ensure that all children achieve their full potential and make good progress throughout the EYFS.
4. To ensure that children have a positive attitude to learning.
5. To develop children who are respectful and understanding of one another.
6. To encourage children to be explorative, imaginative, and curious individuals.
7. To develop children who have the necessary skills to become independent lifelong learners.
8. To support children's confidence and independence.
9. To ensure that children have access to a stimulating learning environment coupled with first-hand experiences and opportunities for exploration and investigation.

Legislation

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage which became statutory for all schools in September 2021.

Structure of the EYFS

At Codnor Primary School, the Early Years Foundation Stage consists of a Nursery and two Reception classes that work as a unit. There are four Year 1 children within the unit who access the EYFS curriculum, as this is currently appropriate to their needs.

The Nursery has both part-time (15 hours) and full-time (30 hours) places, and children can start Nursery the term after their third birthday if places are available. Children who have access to both 15 hours or 30 hours of Nursery Education can attend the Nursery sessions. The morning sessions run from 8.30-11.30am and the

afternoon sessions run from 12.30-3.30pm Monday to Friday. If a child is attending full time (30 hours), they stay for lunch and attend both sessions. A fee will be charged for lunch and the extra hour per day for those children attending for 30 hours. The Nursery class is taught by a qualified teacher and teaching assistant. All Reception children are taught by qualified teachers and teaching assistants.

Children can join Reception in the September after they turn four. Children do not need to have attended our Nursery to apply to join our Reception class. All children must apply for a Reception place regardless of whether they attend the school Nursery. The Reception day begins at 8.45am and ends at 3.15pm. Children in Reception are entitled to free school meals, or they can bring a packed lunch to school.

Curriculum

Our curriculum for the Foundation Stage reflects the areas of learning identified in the EYFS framework, with expectations that children reach the Early Learning Goals by the end of Reception. We follow the EYFS framework which became statutory in September 2021.

At Codnor Primary School we plan an exciting, stimulating and meaningful curriculum that builds on what children already know. We understand that children learn in different ways and at different rates, and plan appropriately for this. We follow a text and topic curriculum. Each half term, children will complete learning around a topic which are stated within our long-term overviews. Alongside a broad and balanced curriculum, we also cater for children's individual needs and follow children's interests and fascinations.

The EYFS framework is built around 7 key areas of learning, which is split into 17 Early Learning goals, which include both prime and specific areas of learning. All of the 7 areas are equally important and interconnected and none of these areas can be delivered in isolation from the others. All areas of learning are developed through a balance of adult led and child-initiated activities.

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas. The prime areas are particularly important for building children's curiosity, confidence, independence, and love for learning. The specific areas then help to develop and strengthen learning and development.

Prime Areas

Communication and language

At Codnor Primary School, we provide a language rich environment that helps all children to develop their language skills and ability to express themselves. We understand that the development of spoken language underpins all areas of learning. We provide children with opportunities to build language effectively, such as reading frequently, circle times and engaging in songs and poems. We also provide extensive opportunities for children to use and embed new language such as through storytelling and role play. We ensure that children develop their listening skills and use language to build relationships and talk about experiences. Staff model and expand language during carpet and provision times confidently to support children's language development. Specific children are also identified for interventions for both expressive and receptive language skills. Advice from SALT may be necessary for some children.

Physical development

Physical activity is vital in children's development, and we ensure that we give children lots of opportunities to develop their physical skills. We ensure that all children are given opportunities to develop both fine and gross motor skills to develop their coordination and movement. Nursery children have access to an outdoor area daily in which they have opportunities for physically active play. Reception children access this area where possible but take part in two playtimes daily with KS1 children. Children are taught skills to develop both physical and self-care skills in both Nursery and Reception. We ensure that the personal needs of all children are met and

that children develop their skills to manage their own personal needs. All staff understand that they have a Duty of Care to ensure children's personal needs are met. Children in both Nursery and Reception have a weekly PE session with our PE specialist which focuses on athletics, ball skills, gymnastics and football.

Personal, social and emotional development

This includes developing children's self-confidence and independence, managing emotions, developing persistence and resilience, and developing a positive sense of self. We encourage children to develop positive relationships with others and to be respectful of others' needs and differences. Staff support children in provision to develop social skills and understand their own behaviour and feelings. Children are also taught from our PSE scheme and have a PSE lesson weekly. Clear boundaries are set from the beginning of Nursery that are consistent throughout the EYFS and across the school. We follow a specific behaviour policy which clearly states high expectations and clear systems. In EYFS, we use raffle tickets and stickers to promote positive behaviour. Through supported interaction, children learn how to make good friendships, co-operate and resolve conflicts with others.

Specific Areas

Literacy

At Codnor Primary school, we understand the importance of reading and writing and ensure that there is progression of skills between Nursery and Reception. We understand that developing a lifelong love of Reading is vital and are continuing to develop Reading throughout EYFS. Reading consists of two parts: language comprehension and word reading. Writing involves using phonic knowledge, handwriting and articulating ideas. Children take part in reading and writing adult focus activities with an adult and have access to a stimulating reading and writing area. We also encourage children to read and write throughout provision areas, such as using large chalks in the outdoor area or creating a treasure map in the construction area. Our topics are based around key texts, and we ensure that children have exposure to a range of stories, poems, rhymes, and songs throughout the week. Our Little Wandle systematic phonics scheme is followed throughout EYFS and children are given reading books weekly in Reception. We follow the Little Wandle scheme from Nursery and children have a daily phonics session which is streamed from Reception.

Mathematics

We ensure that children in EYFS have a strong grounding in number. Maths is taught exclusively in both Nursery and Reception, and we follow the White Rose Maths scheme of work. Children take part in carpet sessions alongside adult focus activities in small groups. Provision ensures that children have opportunities to develop their understanding of number and numerical patterns, and children work independently to develop mathematical understanding. We provide children with opportunities to develop, build and apply their understanding. We plan for learning around deepening an understanding of number and to also develop spatial reasoning skills. Interventions are planned for children identified as having gaps in their knowledge.

Understanding the world

We ensure a focus on specific Enrichment opportunities to develop children's understanding of the wider world. Children also engage in collective worship sessions weekly which aids the development of understanding different cultures and people. We spend time with children supporting them to make sense of the world around them and their community. Topics are planned around specific Understanding the World objectives. We ensure children have appropriate opportunities for exploration and observation of the world. Children are encouraged to talk about their own community and experiences both during circle time and independently, and we encourage children to make connections and links about their knowledge. This ensures that children ask questions to develop their own understanding. We ensure that children have a range of Enrichment opportunities that help to develop their cultural capital and make sense of the world around them. Our topics are built around the Understanding the World objectives.

Expressive arts and design

Children have regular opportunities to engage with arts and media. We teach children skills to explore and create with a range of media and materials, and give children opportunities to share their ideas and receive feedback from others. Each classroom has a creative area, and it is important that children can think of their own ideas and create freely without fear of judgement. We also ensure that children have access to a role play area, which is developed and changed based on children's interests and ideas. Children are given lots of opportunities to express themselves in a range of ways including media, dance and music throughout EYFS.

Teaching and Learning

The EYFS specifies requirements for learning and development, and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings.
- The early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five).
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

Practitioners in EYFS consider the needs, interests and development of all children in order to plan challenging and enjoyable experiences. We ensure that all objectives are covered throughout the year and this is evident in our EYFS progression of skills document. In addition to teaching specific objectives, play is essential for children's development and allows them to explore and problem solve.

Staff in EYFS reflect on three characteristics of effective teaching and learning:

- **Playing and Exploring** - Ensuring children investigate and 'have a go'.
- **Active learning** - Developing children's concentration skills and encourage them to keep on trying when encountering difficulties.
- **Creating and thinking critically** - Staff support children to develop and have their own ideas, make links between ideas, and develop strategies for doing things.

(Statutory framework for the early years foundation stage, 2020)

All teachers are expected to implement engaging and stimulating lessons alongside challenging provision areas. Teachers follow the Teaching and Learning Policy closely to ensure that children make good progress. We recognise that all children have different learning styles and develop at different rates. Planning is differentiated and adapted if/when necessary to meet children's individual needs. Whole class provision maps are created at the beginning of the year, developed termly and adapted when needed to ensure the needs of all children are met.

All staff ensure that planning and teaching:

- Is progressive and ambitious.
- Is coherently planned and built on what children already know.
- Is practical and first-hand.
- Is meaningful and based on children's interests.
- Is differentiated appropriately based on children's individual needs and learning styles.
- Promotes appropriate discussion and gives opportunities for children to develop their English skills and understanding.
- Has a strong emphasis on communication development.

- Promotes cultural capital and encourages children to develop curiosity about the world around them.
- Uses engaging high-quality texts (both fiction and non-fiction).

Staff have a responsibility to:

- Identify misconceptions and provide clear explanations.
- Introduce new ideas and concepts.
- Respond and adapt planning and teaching where necessary.
- Have an in-depth knowledge and understanding of children's next steps.
- Develop a wide range of skills that will enable children to become life-long learners.
- Have a good understanding of early childhood development and special educational needs and how this relates to teaching and learning in the Early Years.
- Set appropriate interventions to accelerate progress.
- Ensure that all children feel safe and nurtured.
- Have ongoing communication with parents/carers.
- Provide a high-quality provision based around children's interests and topic- based learning.
- Expand on learning through children's interests and fascinations.
- Respond sensitively to children's feelings, ideas and behaviour.

Planning

Planning provides the framework for mapping out the experiences, activities and learning intentions that the children will encounter. To ensure that children have access to a broad and balanced curriculum, long term plans are created. We also have a progression of skills document for both Nursery and Reception which clearly states specific objectives that will be covered each term and how children's knowledge and skills will progress throughout the year. We plan themes and topics around a topic and key texts half termly and these are adapted based on children's interests where necessary.

The curriculum overview outlines topics and ensures progression of skills between Nursery and Reception. Medium term planning is then created half termly which highlights objectives to be covered each week. Medium term planning gives an outline of learning but is a working document which is adapted based on children's interests and understanding.

When planning, staff consider all children's individual needs, interests, stage of development, and previous understanding. They use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with the SENDCO and with relevant services from other agencies where appropriate. Provision maps are created for children who have additional needs alongside whole-class provision maps which aid short term planning.

Teachers also plan weekly and reflect on previous learning, adapting planning where appropriate. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Assessment

Assessment of children is ongoing and is completed both formatively and summatively. Ongoing (formative) assessment is integral throughout both Nursery and Reception. We collect evidence through online observations, writing evidence and samples of children's independent work alongside a knowledge of children. We use the online platform 'ClassDojo' to evidence children's learning, and observations are shared with

parents. The most important evidence we keep is a deep knowledge of the children and their next steps in learning.

Data is entered electronically to Insight, a data tracking program, at the end of each term. When the need arises, Pupil Premium children are assessed at the end of every half term. A data summary is created, and targets are then set for children who are not making expected progress. Discussions with parents/carers are held where necessary. Termly provision maps are also created which identify gaps and state how staff will accelerate children's progress. The provision maps are adapted when necessary. If a child is still not making expected progress, a referral to the school's Special Educational Needs Co-ordinator (SENCO) may be necessary. If a parent has concerns about the progress their child is making, they should discuss this with EYFS staff initially.

We ensure that we have ongoing discussions with parents and act on any concerns parents may have about their child's development. Ongoing assessment is also used as a tool to highlight any children that need more challenge, and opportunities are then planned for these children.

Children at the end of Reception are assessed against the Early Learning Goals and are assessed to be emerging or expected in each of the learning areas. This will be shared with the Year 1 Teacher and KS1 Leader in preparation of them moving up to KS1 and will also be shared with parents.

Reporting: The class teacher will report to parents whether children are emerging or meeting the expected levels of development in each of the 17 areas of learning at the end of Reception Summer term. Teachers will share this report with parents and we invite the parents to discuss this report with the class teacher.

Teachers will report to parents three times within the school year through parents' evenings in Nursery and Reception to discuss children's progress and achievement. A year-end report will be given to parents at the end of both Nursery and Reception years.

Parental Involvement

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers. Children benefit from a strong partnership between practitioners and parents/carers. We also recognise that parents/carers are the first teachers of their child and have a fantastic amount of knowledge about them.

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

- Ensuring parents receive an information pack before their child starts in Nursery and Reception.
- Inviting parents of children who are starting Nursery/Reception to a parents' meeting in Summer Term and a stay and play session with their child.
- Ensuring parents/carers are kept up to date with their child's progress and development both formally and informally (through parents' meetings and ongoing discussions).
- Ensuring parents have access to class email address and understand they can contact the class teacher through this email.
- Ensuring each parent has a log in for ClassDojo and understands how to use this, including how to send messages directly to staff.
- Providing parents/carers with a newsletter every half term which outlines learning and topics.
- Ensuring parents/carers are aware of their access to the school website, which has a range of information about EYFS.
- Inviting parents/carers to workshops where applicable, such as Phonics workshops.
- Inviting parents/carers to Parents' Evenings three times a year in which a discussion is had on their child's progress.
- Ensuring parents/carers are given an in-depth report at the end of the year which highlights children's progress and development.

- Staff supporting parents/carers to engage with specialist support if/where appropriate.
- Ensuring that children have a 'bucket list' diary which is taken home each half term with a bucket list of activities to complete by the end of the half term.
- Ensuring that children have a reading book weekly to take home and read with parents in Reception.
- Inviting parents to a range of school activities such as performances and school fayres.

Child Protection & Safeguarding

At Codnor Primary School, we understand that Safeguarding is the responsibility of all staff. It is of high importance that all staff understand that they have a duty of care to protect children and promote the welfare of all children.

All staff are aware of the Designated Safeguarding Leads (DSLs) and have a responsibility to report any concerns to DSLs immediately. Staff use MyConcern, an online safeguarding system. Any concerns about the welfare and safety of children will be sent to a DSL and action must be taken and recorded.

To ensure the safety of children in the EYFS, the following procedures are observed:

- Parents do not access the school playground in the morning, but a member of staff meets children at the gate for Reception children. The gate is then locked.
- Regular head counts of the number of children during all transition periods.
- Security systems operate throughout the day.
- Any visitors can only gain access into school via the school office, alongside a member of staff. Visitors must sign in using the visitor book.
- During transition periods between AM/PM Nursery, the door will be opened for a short period while PM children enter. A member of staff will be at the door at all times.
- Children do not walk through the car park at anytime when accessing the large field, but walk to the top of school and out of the KS2 door.
- The EYFS learning environment (both indoor and outdoor) is checked regularly and any repairs or maintenance is undertaken by the site manager and external companies where applicable.
- There is an up-to-date EYFS risk assessment.
- Staff are aware of specific medical needs and appropriate medication is available out of reach of children.
- Registers are available to all staff which highlight who is absent in case of a fire drill/emergency. Staff are aware of how many children are present on that day.

The importance of reading

Enjoying books and reading stories from a very early age is crucial in children's development. It helps with their ability to understand words, use their imagination, and develop speech. All staff understand the importance of children learning to read, regardless of their background, needs and abilities. The importance of early reading is paramount and is something that all staff strive towards. It is our responsibility to ensure that all children make good progress in reading throughout the EYFS.

Throughout EYFS, children have access to a range of stories, poems, rhymes, and non-fiction texts which are chosen to develop a child's love of reading, vocabulary, word reading and comprehension skills. In Reception, topic-based texts are covered to ensure that children have a full understanding of key events, characters and story structure. Texts are covered alongside relevant fiction and non-fiction texts. This may change depending on children's interests. Children also have opportunities to act out stories and role play. All staff model reading

and writing regularly during provision and during carpet times. A range of books are also available in Provision areas such as Investigation, Small World, and Construction areas.

Each child in Reception has an individual reading book weekly. Teachers give children sufficient practice in reading books that match the grapheme-phoneme correspondences they have learned, and children also have access to a range of high-quality texts in Provision areas. Reading books given are from our Little Wandle phonics scheme.

Reading attainment is assessed and gaps are addressed as applicable. Interventions such as extra reading are planned appropriately. Interventions are carried out for specific children in small groups and during continuous provision. They promote a child's love of reading through books which reflect the child's interests within the classroom.

Phonics

In EYFS, we follow the Little Wandle scheme of work. In Reception and Key Stage 1, Phonics groups are streamed and differentiated.

Toileting

Most children are ready to master potty independence and lead in many parts of the process from around 18 months. Most children will be capable of doing most things including wiping by themselves when they start school. Research shows that it is better for a child's bladder and bowel health to stop using nappies between 18 and 30 months.

We expect children to be toilet trained by the time they enter Nursery, unless there is evidence from a medical professional or specialist confirming a medical need or special educational need that affects their ability to do so. If so, the child will need an Intimate Care Plan.

Staff will provide information on how to support children with toilet training in the months before they start Nursery and Reception. Staff will also ask parents/carers to attend a school readiness meeting in Summer Term to discuss school readiness and using the toilet.

We understand that children may have occasional accidents, and there is a possibility that staff may need to contact parents and ask them to collect a child from school if the changing becomes too intimate, at staff members' discretion. If children are regularly having accidents and are not yet toilet trained, we will meet with parents to discuss the reasons and support them with training the child at home. We will also discuss why this has not yet happened for the child and request that parents/carers contact the GP or Health Visitor to get appropriate support.

Staff will support children with toileting needs where necessary and encourage children to carry out as much self-care as possible independently. Staff may need to support children to undress/dress while using the toilet where necessary. Children in pull-ups or nappies will be changed in the Nursery toilet. Parents are encouraged to bring spare clothes in for children in a bag. If a child is wet, staff will encourage the child to change themselves and support where necessary. If a child soils themselves, staff may support a child in changing as much as is possible and it may be necessary to call parents.

If a child has specific toileting needs, discussions with parents/carers will be required and an Intimate Care Plan may be put into place.