

CHBP School Federation

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'As a federation, and as individual schools, we are committed to the wellbeing of all of our community - this is an integral part of each school's culture and ethos. Policies are formulated and implemented with this in mind, placing the wellbeing of all at the forefront at all times.'

Early Years Foundation Stage Policy

	Date
APPROVED BY COMMITTEE / GB	Jan 2025
RATIFIED BY GOVERNING BODY (GB)	March 2025
NEXT REVIEW DUE	Jan 2026

INTRODUCTION

At CHBP, we recognise the individuality of all children and are inclusive of all members of our school community. We promote positive relationships so children feel safe, secure and confident. We support children to become independent, resilient learners who thrive in a rich, stimulating learning environment. Children develop strong emotional, social and academic foundations, inspiring curiosity, enthusiasm and a love of learning. Wellbeing is prioritised so children develop confidence and self-help skills. Through strong parent and carer partnerships, families are supported to understand developmental milestones and how best to support their child academically, emotionally and socially.

The EYFS applies to children from birth to the end of the Reception year. We recognise the Foundation Stage as a critical phase of education and, where appropriate, extend play-based and developmentally appropriate learning approaches into Year 1 to support transition into Key Stage 1.

EYFS PRINCIPLES

The EYFS is based on four principles:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

A UNIQUE CHILD

Every child is a unique individual learner who develops at their own pace. We recognise children as resilient, capable, confident and self-assured. Children's learning is influenced by relationships, experiences and environment. We promote equality of opportunity and high expectations for all children.

Inclusion

Our curriculum is ambitious and inclusive. Planning meets the needs of:

- children with SEND
- children from diverse cultural and linguistic backgrounds
- children with physical disabilities
- disadvantaged children
- more able learners

We use realistic and challenging expectations to enable all children to reach their full potential.

POSITIVE RELATIONSHIPS

Children learn best in secure, respectful and responsive relationships. We build strong partnerships with parents and carers as children's first educators.

Parents as Partners:

- Pre-entry meetings and transition visits
- Stay and play sessions
- Open door communication
- Parent consultations
- End of year reporting
- Parent workshops (e.g. phonics, early reading, maths)
- Online learning journals (Tapestry)
- Family support through Learning Mentor

Behaviour and Wellbeing

We promote wellbeing and positive behaviour through:

- restorative approaches
- self-regulation and co-regulation
- emotion coaching
- modelling positive behaviour
- reflective practice

- praise and positive reinforcement
- consistent whole-school behaviour policy alignment

Safeguarding and Welfare

We fully implement safeguarding and welfare requirements of the EYFS Statutory Framework. Children's safety, health, wellbeing and protection are paramount. All safeguarding procedures align with the whole-school safeguarding policy.

ENABLING ENVIRONMENTS

Our environments are safe, stimulating, inclusive and well-organised. Indoor and outdoor spaces promote:

- independence
- exploration
- creativity
- risk awareness
- problem solving
- curiosity

Provision includes:

- free-flow indoor/outdoor access
- defined learning areas
- continuous provision
- enhanced provision
- access to resources
- child-initiated learning
- adult-led learning

Adults extend learning through skilled interaction, high-quality questioning, modelling language, and responsive teaching.

LEARNING AND DEVELOPMENT

Children develop at different rates and have different learning styles. Our curriculum supports the seven areas of learning equally and recognises their interconnection.

Prime Areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Specific Areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

CHARACTERISTICS OF EFFECTIVE LEARNING

We explicitly promote:

Playing and Exploring

Active Learning

Creating and Thinking Critically

These underpin all learning and teaching and support children as motivated, confident learners.

CURRICULUM, TEACHING AND LEARNING

Our EYFS curriculum is ambitious, inclusive and carefully sequenced. Learning is delivered through:

- direct teaching

- small group work
- adult-led sessions
- child-initiated play
- continuous provision
- enhanced provision

Core skills including communication, phonics, early reading, writing and mathematics are taught explicitly and embedded through play.

TEACHING STRUCTURE

- structured carpet sessions
- modelling of skills and knowledge
- differentiated access
- alternative provision where appropriate

ASSESSMENT

Assessment is continuous and based on:

- observation
- interaction
- professional judgement
- Reception Baseline Assessment
- EYFS Profile

Assessment informs planning, support and intervention.

TRACKING AND PROGRESS

We use Development Matters (2023) and Birth to 5 Matters (2023) to assess progress towards ELGs. Progress is reviewed regularly through staff meetings and pupil progress meetings.

TRANSITIONS

We support smooth transitions through:

- home visits/meetings
- pre-entry visits
- information sharing
- staggered starts
- flexible settling
- child and parent support
- KS1 transition planning

STAFFING, RATIOS AND TRAINING

We meet statutory EYFS staffing ratios and qualification requirements. Staff receive:

- regular supervision
- safeguarding training
- EYFS training
- SEND training
- curriculum development training

RESOURCES AND BUDGET

The EYFS lead audits provision and resources annually. Resource planning is coordinated with senior leadership to ensure high-quality provision.

STAFF SUPERVISION

Supervision supports wellbeing, safeguarding, professional development and reflective practice.

POLICY LINKS

This policy should be read in conjunction with all relevant whole-school policies.