



Together we love, we aim high and we celebrate!

Early Years Foundation Stage (EYFS)

This guidance should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

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Chair of Governors: Mr Peter Luscombe

To be reviewed: February 2028

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and 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

2. 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.

3. Structure of the EYFS

Chilthorne Domer Church School, all children between the ages of 4 and 5 are taught in Ash Class which contains only reception aged children. We have no provision for pre-school children.

4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. To do this, staff focus strongly on the 3 prime areas enabling the children to build firm foundations and develop life skills like sharing, developing core muscles and interacting with others. They do this by supporting children in their play, scaffolding their learning and then provide further opportunities for them to develop these skills further, independently.

Staff also consider the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience across the different areas of learning.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Staff identify specific areas of need and use the Somerset Graduated Response Tool to identify strategies to support the children. These strategies are then recorded on individual APDR plans for the children, which are shared with the parents and reviewed regularly. These areas are then focused on throughout the week with specific interventions to help minimise the gap. These focus on all areas of learning but in particular the prime areas, and then literacy and mathematics.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

4.2 Teaching

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children can explore within the classroom, in the outside undercover area, and in the outer area. These areas provide a range of different activities to stimulate and engage the children during their exploring time. The children also get to have a weekly experience in our forest school area, where they can develop and deepen their learning in a different context. Praise and rewards are given to individual children for achieving and developing their own personal challenges, encouraging them to persevere and demonstrate courage.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

5. Assessment

At Chilthorne Domer Church School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning of activities and learning. Staff also take into account observations shared by parents and/or carers on Tapestry or in person, and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA). [The requirements for the RBA are set out in Annex B of EYFS statutory framework]

Throughout the year, we have 3 assessment checkpoint weeks where we focus on the children's specific literacy and mathematical skills. Staff then use an assessment tracker to identify those children who are expected or emerging in

areas in line with the checkpoints for that time in the year and then create next steps and interventions to support this evidence.

These interventions are reviewed half termly and adapted to ensure the children are developing knowledge. During this time, staff observations throughout the school day identifies areas of need and intervention for the prime areas for example NELI is a language intervention that is run weekly to develop language, games are played in groups to develop PSED and both fine motor and gross motor skills are developed in daily small group activities.

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares areas that children can focus on to develop their skills by sending home challenges like precision grids with common exception words or phonemes that they find tricky to further practice. Usually on Tapestry posts, the staff will identify if a child has been able to complete an activity independently or with support, which the parents can view at home. Parents are also updated through parents' evenings and at the end of the year the EYFS profile (but not the reception baseline assessment) is shared with their parents and/or carers with their report, at which point they have the opportunity to come and speak with a member of staff.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents and/or carers.

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

The teaching staff are assigned as each child's key person, with the support of the teaching assistant, who helps to make sure 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.

Before children start at school, their parents and/or carers are invited to a welcome meeting to talk about school life and to support them with any questions that they may have. They then join Tapestry so that the partnership between the families and staff can develop through story sharing and photographs (with their consent).

At the start of every term, parents are given a newsletter and curriculum map, which provides an overview and key learning that will take place across the term. This is to ensure there is a wide and balanced curriculum. Within each area and continuous provision, there is also opportunity to follow the children's interests.

In autumn 1, parents are then invited to a phonics workshop with the phonics lead to demonstrate the importance of daily practice and to support them in learning how to pronounce each phoneme. Children are then given reading books, phonic cards and word boxes to support their learning. These are updated as the children gains confidence and fluency, as well as providing them with updated resources as we move through each phonic phase across the year.

To support mathematical concepts, children are provided with some challenges each half term that they can complete in their own time at home. This allows the parents to develop and understand knowledge that is being taught in class and has a range of activities to develop engagement.

Throughout the year, Chilthorne Domer Church School also runs sharing workshops each term. This allows parents to come into school and learn alongside their children in a range of activities.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

7. Staff

7.1 Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy. ([safeguarding policy](#))

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

7.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our [safeguarding policy](#) for details of our safer recruitment procedures.

7.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of the governing board.

See our [whistleblowing policy](#) for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing.

7.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

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 [child protection and safeguarding policy](#) for more information.

8.1 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

8.1.1 Investigating the concern

When a concern is received by the Designated Safeguarding Lead – The Headteacher – referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there is, then:
 - Arrange a further investigation into the matter, involving the local governing body if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
 - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

8.1.2 Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

8.2 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

8.3 Paediatric first aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate 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.

8.4 The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

8.5 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.

8.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- Healthy eating
- Keeping a balanced diet
- How sweet things should only be treats and the effects of eating too many sweets
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's [child protection and safeguarding policy](#), which can be found on our website.

8.7 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric 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 an appropriate chair and, where possible, in a designated eating space.

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. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

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, especially during the introduction of solid foods.

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](#)

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.

8.8 Accident or injury

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

We keep a written record of accident or injuries and any first aid treatment next to the school office.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

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.

8.9 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.

8.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic changing facilities
- An adequate supply of necessary items such as wet wipes, sanitary bags and spare clothes
- Separate toilet facilities for adults

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

9. Monitoring arrangements

This policy will be reviewed and approved by the full governing body every 2 years.

Appendix 1. List of statutory policies and procedures for the EYFS

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see [our website](#).

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	https://www.chilthornedomerchurchool.co.uk/safeguarding-policies
Procedure for responding to illness	https://www.chilthornedomerchurchool.co.uk/attendance-policies
Administering medicines policy	https://www.chilthornedomerchurchool.co.uk/send-policies
Procedure for checking the identity of visitors	https://www.chilthornedomerchurchool.co.uk/safeguarding-policies
Procedures for a parent/carer failing to collect a child and for missing children	https://www.chilthornedomerchurchool.co.uk/safeguarding-policies
Procedure for dealing with concerns and complaints	https://www.chilthornedomerchurchool.co.uk/policies