



Early Years Foundation Stage Policy

2025-26

Great Harwood St. John's CE Primary

"Where everyone shines with God's love"

based on "Let your light shine" Mathew 5:16

EYFS Policy

We at St John's CE Primary School are committed to meeting the needs of our pupils and ensuring that they make progress. In line with our mission statement, we aim to:

Build a better place, where:

Everyone is welcome;

No one is ever lonely;

We respect and trust each other;

There is always someone to ask for help;

People help us to be the best we can.

Great Harwood St John's CE Primary School statement of intent

'Where everyone shines with God's love.'

As a Church of England school, our curriculum has Christian values at its heart. It is our intent at Great Harwood St John's that ALL learners leave our school with a lifelong love of learning and they know that they are loved and treasured as individuals. To enable them to do this our curriculum has been carefully designed around our children, celebrating differences and developing the uniqueness of each child. We recognise children's starting points and quickly set about developing their phonics, early reading and maths skills through first hand experiences. Throughout their journey with us at St John's, we shower the children with enrichment opportunities to broaden their horizons and enhance their curiosity about their local community and the world around them. Staff work collaboratively, utilising each other's expertise to ensure a clear, coherent, well-balanced curriculum made bespoke to us. Ultimately, the day-to-day decisions of the school are to ensure that the whole child's needs are met whether this is academic or social and emotional.

EYFS Intent

Our **EYFS** curriculum aims to enable our children to be: Competent and creative learners; who are curious about the world around them. Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning.

We aim to promote the principles and commitments of the Early Years Foundation Stage:

Early Years Foundation Stage (EYFS)

- **A Unique Child** – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships** – children learn to be strong and independent from a base of loving and secure relationships with parents/key persons.
- **Enabling Environments** – the environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development** – children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Safeguarding/Welfare Requirements

As a school and in our early year's provision safeguarding is a priority. We look to ensure children feel safe and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- Each child has a nominated Key Worker. The children foster positive relationships with all adults working within the FS and know if they have any problems, they want to share they can always go to their Key Worker. The Key Worker monitors their children's progress by updating both parents and the child's key moments in learning online on Tapestry.
- The extent to which children behave in ways that is safe for themselves and others.
- Ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.
- Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.
- Photographs are only allowed to be taken once parental consent has been given. The children can only be photographed using school devices which should then be uploaded onto the school's secure network and deleted from the devices. Staff found to be using personal devices within school will be dealt with according to our Safeguarding and Capability policies.

- Children's understanding of dangers and how to stay safe, including Fire Drills/Emergency Evacuation Procedures.
- The extent to which children show that they feel safe and are confident to confide in adults at school.
- The steps taken by the key people to safeguard and promote the welfare of children and how adults teach children about keeping safe.
- The necessary steps taken to prevent the spread of infection and appropriate action are taken when children are ill.
- Monitoring the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys.
- The maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met.
- The suitability and qualifications of the adults looking after children.
- The effectiveness of risk assessments and actions taken to manage or eliminate risks.
- All personnel working with children in the Foundation Stage hold an enhanced DBS certificate.
- Two members of staff at Nuttall Ave hold a valid Paediatric First Aid Certificate.
- Intimate care agreements must be in place for any children requiring nappy changes and parents/ carers must have signed and returned the agreement. A private room with appropriate facilities will be provided e.g. changing mat, gloves, aprons, nappy sacks. Children must agree to having their nappies changed by the member of staff.

Missing Child Procedures:

Children should never be allowed to leave the premises during school time except with a parent or Guardian when it has been pre-arranged and agreed with the class teacher. It is possible that on some occasions a child may leave the premises without the knowledge or permission of the headteacher. This policy is in place to ensure that every action possible is taken to ensure the quick and safe return of that child to school.

OBJECTIVES

1. To locate any missing child quickly.
2. To ensure that all children are kept safely on the school premises during school hours unless they have the headteacher's permission to leave.
3. To ensure that children who leave school during the school day only do so with the headteacher's permission and that they are accompanied by an authorised adult.
4. To ensure that the building, grounds and play areas are safe and secure during school hours.
5. To ensure that teachers and staff keep children under proper supervision at all times.
6. To ensure that if a child 'goes missing' during the school day, he/she is located quickly and returned safely to the school.

STRATEGIES

1. If a child cannot be found by their teacher/support worker/lunchtime supervisor, the headteacher must be notified **immediately and told when and where the child was last seen**. Time is of the essence and prompt actions must be taken by all.
2. The remaining children will be left safe in the care of suitable staff. All other available staff will conduct a thorough search of the child's classroom, play areas, storage areas, toilets, the school building and the school grounds.
3. If the child is not found within a short period of time (relative to the age of the child), the police must be called by the headteacher or staff member.
4. Members of staff, who are not supervising children, will be sent to search the area in the immediate vicinity of the school.
5. If a child goes missing during an outing or school visit, the teacher in charge must ensure that the remaining children are safely cared for by the other staff and adults. An urgent but thorough search should be made of the immediate vicinity and if the child is not found quickly the police must be called and the headteacher notified. If in an enclosed space the appropriate staff in that environment can be initially informed before calling the police.
6. As soon as possible, the parents and Social Worker (where appropriate) will be notified that their child is missing.
7. The LA will be notified by the headteacher that a child is missing.
8. If a member of staff finds the child the headteacher must be told at once. Parents, police and other authorities will be notified.
9. The headteacher will investigate how the incident occurred and will take appropriate action to ensure that similar events do not happen again.

OUTCOMES

The safety of all children will be given our highest priority. A missing child should be an extremely rare happening. These procedures are put into place to ensure swift and effective actions to locate any missing child and to notify and involve parents and the authorities at every appropriate point.

EYFS Provision at St. John's CE Primary School:

- Refers to the children in the Foundation Stage.

This policy reflects the main aims of the school which are:

That all children, in accordance with their age, ability, aptitude and any special needs that they may have, will become active and responsible members of their own community and of society.

In particular children will acquire and develop the following:

- skills

- knowledge
- understanding
- independence
- moral values
- the ability to enjoy learning

Staff in the Foundation Stage comprise of:

- **Class Teacher** – Mrs N Gawthorpe
- **Teaching Assistants** — Miss C Ellison, Mrs H Braddock, Miss A Farrow

- **Welfare Assistants**- Mrs K Lukey – 6.25 hours per week
Mrs C Heaven – 6.25 hours per week
Mrs Shakeil - 6.25 hours per week

Organisation and management of provision:

Early Years provision is housed at the Nuttall Avenue Annexe alongside a Year 1 class.

The cohort is made up of up to 25 children aged between 4 and 5 years.

The children are admitted into school in September on a full-time basis unless parents wish to opt for part-time entry.

The Foundation Stage children have a 'bathroom' (toilets and sinks) within the classroom. The toilet doors have safety features which prevent finger trapping. The area is fitted with non-slip flooring. The classroom leads out into a conservatory, there is an outdoor area surrounding the conservatory. The outdoor area is fenced and gated.

The Foundation Stage children have access to the Creative, Physical, Investigative, Malleable, Sand, Water areas situated within the designated Early Years classroom areas.

PE takes place outdoors at Nuttall Avenue on the playground or, when fit, the field and also in the hall in the Main Building.

The school day begins at 8.55am until 3.25pm. Children are able to enter the classroom from 8:50am to avoid large groups of people on the playground.

As our children are so young, they are brought to school and collected each day by adults that we know – in the main, a parent. We operate an 'open door' system and parents feel comfortable with coming in to speak to us with information/concerns etc.

The register is taken at 9.00am, closely followed by key worker time and lessons/ activities.

Children have continuous access to outdoor learning. Bins are situated in the classroom, outdoor area and in the group room. A 'Dirty bin' is also provided for nappy changes and any first aid waste. Food bins are used for food waste during snack time. The classroom has a designated 'Calm Corner' and the children have use of a shared sensory room for any children that may require some extra emotional support. This is in line with our school being a 'Trauma informed' school. The areas include sensory toys, soft furnishings, and quiet activities that will help the children to calm down and become more 'emotionally' available to discussing how they are feeling and why. Staff will then take appropriate actions depending upon the situation.

The children go to the toilet and wash their hands prior to eating snack and lunch. Snack is a sit-down snack and is closely supervised by staff members who are first aid trained and a paediatric first aider. There are 2-3 Welfare Assistants who care for and supervise the children during the lunchtime period with additional support for children with Special Educational Needs.

Fruit is available to the children at snack time for no cost.

The school day ends at 3.25pm when the children are handed to a parent or known adult. Unknown adults are asked for a password, if the password is unknown then the child will not be allowed to be taken by this adult until senior staff have contact with the named parents/guardians.

The children have access to water as they wish throughout the school day. Children are also encouraged to bring in water bottles.

Any children who require support/intervention are able to receive such in our group room, The Ladybird Room.

Our School Nurses are in school on several occasions during the year and through them we have access to Doctors, Health Visitors and Speech Therapists.

Social Services are based in nearby Clayton and Accrington and we always do our utmost to make sure that all children in our care are safe from harm.

Key worker time, Phonics, Literacy and Mathematics take place each morning. Each lesson begins with whole class teaching session (adult-led) this is then followed by group/individual work and supported by continuous provision incorporating all prime and specific areas of the new statutory EYFS Curriculum.

The children's learning environment enhances and extends learning throughout all areas of the new EYFS curriculum allowing the children to investigate, build on and apply skills as they access all areas of our indoor and outdoor classrooms. During this time observational

assessment takes place which enables staff to assess and effectively monitor the learning of individual children.

Planning is topic based but remains flexible to incorporate the children's interests throughout the year and to develop any specific needs/ gaps in the children's learning.

Organisation and management of the learning environment

At St. John's we offer a play-based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a range of opportunities and experiences.

The indoors provision has scope for role play, small world, construction, malleable experiences, mark making, library reading/listening area which are regularly changed and updated to further develop the children's learning. The physical development activities, creative /malleable area, ICT and opportunities to develop gross and fine motor skill development are also regularly developed and changed in accordance to the children's learning, needs and interests.

The outdoor provision includes specific areas linked to the children's learning and it also includes further opportunities for exploration and investigation.

We aim to organise activities to include a balance between adult-led and child-initiated activities with an emphasis on following the needs and interests of the children in order to ensure learning is real, relevant and purposeful. Planning therefore must be flexible and is dependent on the readiness to learn of the children. As the year progresses, the routines become more formal to ensure a smooth transition into Key Stage 1.

The staff work closely together to organise a range of experiences and learning opportunities based on 'real' events, which give the children chance to make decisions and choices, work individually and in groups whilst exploring the learning environment.

The staff work in such a way that we all lead/ model directed group activities, support child-initiated activities as required and make observational assessments of the children's 'key moments in learning' within the continuous provision activities. This is achieved on a rota basis. It therefore gives all staff working with the children in the Foundation Stage a more rounded picture of the development of each child in the class. We place a strong focus on the development of the 'whole child'.

Differentiation is made by tasks and expected outcomes. Each level of ability are offered and directed towards identified challenging yet achievable activities. Children have the opportunity to develop their own objectives within continuous provision according to maturity and ability. It is recognised that some children will require further explanation and intervention before and during a set task.

All efforts are rewarded and praised including the use of dojo's, stickers, golden tickets, positive comments, certificates and notes home. Children's work (of all abilities) is celebrated on our 'Super Stars' display in class.

Provision is organised to promote inclusion of all individuals and groups of children throughout the year. All children can and will progress if given the correct support and ideal, language rich learning environment.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the new statutory EYFS framework. The new framework is designed to be more in line with the year 1 National Curriculum objectives. The Foundation Stage Framework stresses the importance of the Characteristics of Effective Learning alongside the areas of Learning and development together with enabling, language rich environments. Combined, these will lay the foundation for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent. These are split in to Prime and Specific areas of Learning and development:

Prime Areas:

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

Specific Areas:

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

The Foundation Stage children have daily access to RE and Worship according to the Blackburn Diocese Syllabus. (Refer to RE policy documents.)

At St. John's CE Primary School we are working towards achieving the Early Learning Goals (ELGs) by the end of the Foundation Stage. Development Matters help staff to identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the ELGs throughout the Foundation Stage.

The curriculum at St. John's has been developed in line with the EYFS requirements for long, medium and short term planning and includes the children's ideas/ interests.

The wider curriculum at St. John's consists of:

- Educational visits and visitors.
- Opportunities to access the local and wider environment including shops, parks, library etc.
- Links with local community organisations, e.g. businesses, church, British Legion, local High Schools etc.
- Links with Pre-school Play Groups, Day Nurseries, and Children's Centre etc.

Observation and Assessment

On Entry Assessment

At Great Harwood St John's we recognise the importance of having a smooth transition into school. During the pre-school visits – (see Induction Procedures) – the children/ parents are issued with a pack incorporating child-friendly pictures of their new classroom and learning environment. It also gives details about a typical school day in EYFS, information about what the EYFS profile is and a poster specifically designed to reassure and inform parents about how to prepare their child for school. Parents are invited to stay with their children for the first visit and then leave them in school for the further 2 visits.

Baseline assessments are carried out within the first 2 weeks of the children starting school through a range of activities and observations.

Formative Assessment

Each member of staff working with the Foundation Stage children makes observational assessments of children's key moments in learning. These are in the form of photos and notes made on Tapestry with the key areas of learning flagged. Staff are responsible for monitoring their key worker children's online journal. These are to be regularly checked by the class teacher to ensure all children are making progress and any gaps in learning have been identified and appropriate measures put in place. The new EYFS framework has made a big move away from unnecessary evidence gathering which were taking staff away for pro-longed periods of time and has placed more emphasis on staff working/ interacting with the children in a range of adult-led and child-initiated activities. Assessments/ observations will therefore be shared much more through detailed conversations between staff and only 'Key moments' in the children's learning are to be recorded online on Tapestry. All focused work/ finished pieces of work will continue to go in the children's books.

Summative Assessment

Statutory assessment for the Foundation Stage children is the Early Years Foundation Stage Profile (EYFSP) which takes place at the end of the school year and is reported to the Local Authority.

Progress is carefully tracked and monitored and reported to the Head teacher, senior staff and Governors each term.

Moderation of judgements in relation to the new developmental matters age ranges (birth-3, 3-4 years, and Reception) in each of the seven areas of learning and development takes place internally.

Reporting to Parents

In the Foundation Stage an annual report is sent to parents in July to inform them of their child's progress towards the Early Learning Goals. It is entitled 'About Me' and the children have the opportunity to contribute themselves how they think they have progressed and what they can do to sustain and continue to make progress.

However, information is shared about any child throughout the year between parents and staff on an informal basis during interactions at the beginning/end of the day or appointments can be made. Parents' Evenings are held in October and March. Parents can also view their children's learning/ activities online on our class page on the schools website, on Seesaw and on Tapestry.

Induction Procedures/Parental Engagement and Involvement

Reference should be made to the 'Pre-School Programme' computer generated letters that clearly show the process of induction and admission.

From birth to 4 years

Parents can obtain the leaflet 'Admission to St. John's CE Primary School – a guide for interested parents.'

Parents can complete the basic contact and information form and return to school at any time to be placed on our list of interested parents for the relevant year.

March

Parents are informed by letter offering their child a place in school for the next academic year.

Parents are asked to complete an acceptance slip and return it to the LEA.

May/June

A meeting of New Parents, Foundation Stage Class Teacher, Head Teacher and other members of staff is held in the Nuttall Avenue annex during an evening.

Representatives of the School and church attend alongside the Chairperson of the school's PTFA and the school cook who are also invited to make a contribution to the meeting.

Information is given guiding parents of how to prepare their child for entry in September, basic administration and a chance to see the uniform. Parents are reminded to bring their child to the 3 settling in sessions. This gives the children increased confidence and familiarity with the building and staff.

June/July

All children have the opportunity to attend three transition afternoon sessions. Here, the children will meet the EYFS staff and the other children who will become their classmates. The children will become increasingly familiar with the school building and will learn exactly what will happen on entry. We regard attendance of these visits of paramount importance to the settling in period in September.

Brochure issued during the Pre-School Stage:

- Welcome to St. John's

Parental/Community Involvement

We operate an 'open door' approach with parents, which are made clear to them at the earliest of stages.

We are always available for consultation. If more time is required than a few minutes prior to the beginning of school or the end of the school day due to staff meetings, courses etc... then an appointment can be made.

Information is provided about routines, methods of working, how we teach and the curriculum. Staff are available for additional discussions and questions.

We ask that parents support the work undertaken in school, at home, in the form of Homework and ask them to sign our homework agreement. (See the Home/School Agreement).

We welcome parents into school with any particular skills/talents and who can commit themselves to spending time in school to help and support the work children are doing. All parents are issued with 'The Helper's Handbook' and undertake an enhanced DBS clearance.

We may ask for additional parental support when undertaking Educational Visits.

When developing the Role Play Area, children in the Foundation Stage may have the opportunity to visit the local library, a hairdressing salon, laundrette, allotments etc. We may ask for parental support on these occasions.

We run the 'Right Start' Road Safety Awareness Scheme. Our non-teaching staff have been trained to support this programme which runs through Foundation Stage and into KS1.

We have a very dedicated and active PTFA, the 'Friends of St. John's' who aim to raise funds for the school through many varied functions. Last year they bought every EYFS child that started school a St John's book bag as a way of welcoming them to our school.

Concerts/Events are held at Christmas with all children throughout the school actively taking part. Parents with talents of scenery/costume making are welcomed into school. Following performances, parents may volunteer to man stalls or help with refreshments that will raise funds for school that will ultimately benefit the children.

Parents whose child is receiving a certificate are invited to our weekly celebration of achievement Family Worship on Friday morning. There are other occasions where parents are made welcome to acts of Worship.

We regard communication as very important. This may be written or spoken. Communication can be given to parents as a whole or individually.

Newsletters generated by the office are available on the school's website, continually inform parents.

Written material, as far as possible, is clear, direct, informal, friendly, personal, honest and reassuring.

Letters can be categorised as giving information, general matters, to transfer and seek information. They are sent home with the 'eldest' child of a family.

Transition Procedures

Points of transition

Nursery to Foundation Stage

Links are made between feeder nurseries and schools to aid our transition programme.

Foundation Stage to KS1

The Nuttall Avenue Annex houses the Foundation Stage Class and Year 1.

The children are therefore familiar with their next teacher and the support staff.

EYFS and Year 1 staff work closely together, particularly at the end of the year, discussing the children's achievements and progress. The children moving into Heron's class will again have transitional visits over 3 afternoons.

Information to be transferred

Home to Foundation Stage

Personal information from parents about the child and home school links are essential to ensure the child is safeguarded at all times and in all eventualities. This information includes: Keyworker, Parental permissions, Guardianship, who will pick a child up from school, any allergies/medical needs, permission for photographs etc.

Nursery to Foundation Stage

Personal information about the child achievements are requested from the child's Nursery. They consist of records of achievement, learning journals and Information about the child's progress in relation to the EYFS.

Foundation Stage to Year 1

All relevant information is passed on to ensure the child is safeguarded at all times and in all eventualities. Further information such as Tracking data and how this is used to plan for teaching and learning in Year 1; On-going assessment documents, e.g. reading records, writing assessments, phonic assessments, mathematics assessments, behaviour programmes, care programmes etc.

Liaison with other agencies

Staff who have any health concerns about children pass these to the class teacher who can contact the School Nurse Service.

If any members of staff have concerns regarding Speech and Language, referral forms are displayed in the staffroom to submit to the Speech Therapist at the Health Centre through the Lead teacher at Nuttall.

Access to Educational Psychologists will be made through our SENCO, Mrs Smith.

Any Safeguarding issues can be addressed by logging concerns on CPOMS and passing this information onto Mrs Newton at Nuttall Avenue or Mrs Mills or Miss Parker at the Main Building who are Designated Teachers for Child Protection and Safeguarding (Refer to the Safeguarding & Child Protection Policy)

Staff Development

All staff working in Foundation Stage are conversant with EYFS, and procedures for observation, assessment, record keeping, planning and marking.

Access to courses is gained upon the needs and priorities of the school as outlined in the SDP.

All staff involved in Foundation Stage are invited to attend the Cluster Meetings at various schools around the East of the county on a termly basis.

The identification of training needs for teachers and non-teaching staff will take place through Performance Management and staff development interviews.

Reviewing the Early Years Policy

The policy is formally reviewed annually or as required on receipt of current trend updates and to ensure it is being implemented appropriately by Early Years Leader: Mrs N Gawthorpe in consultation with Head Teacher, Miss T Parker.

This policy was agreed by Staff and Governors in September 2025.