



EAST MORTON CE PRIMARY SCHOOL

Early Years Foundation Stage Policy

In line with Updated EYFS Guidance September 2025

School Vision

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- **Everyone is valued;**
- **Every chance is provided for all to flourish in the security of God's love; and**
- **Every day brings the enjoyment of life in all its fullness.**

School Values:

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At East Morton CE Primary School, children can join our Nursery class the term after they turn 3 and children join Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children "learn and develop well and are kept healthy and safe." We aim to support children in their learning to "ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life" (Statutory Framework for the EYFS (DfE, 2025))

The EYFS is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

Intention: What do we want to achieve with our EYFS curriculum?

At East Morton CE Primary School, our Early Years curriculum provides opportunities for learners to gain skills and knowledge that will continue throughout their lives; the quality of the provision that we provide gives firm foundations for future physical, cognitive, emotional and social development. We inspire our pupils to achieve their full potential within our loving community of life-long learners.

At East Morton we understand that building **positive relationships** with children and their families at this early stage is key to understanding how we can get the most out of learning opportunities for each and every child in our setting. We are fully committed to taking the time to understand and follow children's interests, alongside providing a rich curriculum that supports their learning, consolidates and deepens *knowledge, skills and understanding* - ensuring that children achieve their next steps. Our **enabling environment** and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. When children join our school, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing **a love for learning**. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of independent learning through play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment, fascination and awe and wonder in learning through engaging indoor and outdoor provision. We aim to prepare our children to achieve the Early Learning Goals at the end of their foundation stage year, with particular focus on the prime areas of learning. We ensure that all children have made good or better progress from their individual starting points. Our ultimate aim is to prepare our children with the knowledge, skills and understanding needed for the next stage of their learning journey in KS1 and beyond.

Compliance

East Morton CE Primary School complies fully with **all statutory requirements set out in the Early Years Foundation Stage framework (DfE, 2025)**. This includes safeguarding and welfare requirements, staffing ratios, qualifications, and statutory assessments such as the Reception Baseline Assessment (RBA) and the EYFS Profile. All practice within EYFS is delivered in accordance with these legal obligations and is regularly reviewed to ensure continued compliance.

Implementation: How will this be achieved?

As a team we follow the EYFS curriculum and ensure that the learning and development opportunities and experiences we provide are clearly linked to both the 'Prime' and 'Specific' areas of learning.

The **prime areas** are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The **specific areas** are:

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

We begin each year by looking at the individual needs of our children and their different starting points and with this information in mind, we are then able to plan a range of broad and balanced learning experiences. We place huge importance on the development of children's vocabulary and support children in being able to communicate their thoughts and ideas and explore the meaning of new words.

We know that all children are unique, with their own individual interests and it is for this reason that we believe a balance of child and teacher led activities is vital in order for our children to become fully engaged and excited by their learning. We feel that effective provision both indoors and out is based on a clear understanding of what we want our children to learn and how we plan to achieve this. We want our children to be independent in accessing quality play-based experiences that encourage them to notice, question and wonder. Effective interactions between adults and children and regular home/school communication ensures that our curriculum planning and provision is flexible and continuously adapted to meet the needs of all learners and to reflect children's needs and interests as they continue to develop and grow.

Our evidence is collected to celebrate children's achievements, record observations and parental contribution, assess and track children's progress and to identify their next steps. Effective planning is informed by observations / assessment; observations and assessments (through feedback of adult led focus tasks) are recorded on an online learning journal (Tapestry).

Experiences and activities planned will reflect the different ways that children learn. At East Morton we support children in using the **three characteristics of effective teaching and learning**.

These are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2025)

Religious Education is also taught in the Reception class using the Understanding Christianity scheme and the Diocesan Syllabus.

Impact: What will outcomes for learners be?

We anticipate that our EYFS curriculum will ensure that children are equipped with skill sets and prepared for the future. During their time in EYFS they become positive role models and independent learners. Their individuality is valued and the unique child has every opportunity to achieve and excel, based upon their own personal strengths, interests and core values whilst learning in EYFS, and in the future.

Children will:

- Be confident speakers who have strong communication skills. They will be able to talk fluently as well as listen respectfully and with tolerance to the views of others
- Strive for the very best and take pride in their achievements.
- Become confident in their own abilities
- Demonstrate self-regulation, emotional resilience and the ability to persevere when they encounter challenge and when managing risks
- Be kind, respectful and honest, demonstrating inclusive attitudes and have a sense of their role in wider society.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at East Morton CE Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's Inclusion Manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion Policy for SEN.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- using a wide range of teaching strategies based on children's learning needs.
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- providing a safe and supportive learning environment in which the contribution of all children is valued.
- using resources which reflect diversity and are free from discrimination and stereotyping.
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- monitoring children's progress and taking action to provide support / extend as necessary.

SEND Compliance *East Morton CE Primary School has regard to the statutory requirements for supporting children with Special Educational Needs and Disabilities (SEND) as outlined in the Early Years Foundation Stage framework (DfE, 2025) and the 0–25 SEND Code of Practice. We ensure early identification of needs, provide appropriate support and reasonable adjustments, and work in partnership with parents, carers, and external professionals to promote inclusion and equal opportunities for all children.*

Parents as Partners

We recognise that parents are the children's first and most enduring educators and we value the contributions they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year in Nursery and Reception at which the teacher and the parent discuss the child's progress with the teacher. Parents receive reports on their child's attainment at parents' evenings and at the end of the school year. This may also include a discussion with the SENCO in order to access Special Educational Needs support
- encouraging Nursery parents to contribute to their child's learning profile through 'WOW' moments seen at home.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents E.g. stay and play sessions, celebration assemblies, school visits, enterprise days.
- ensuring all parents know that their child's Key Worker is their child's teacher.
- providing a quiet and confidential area where parents are able to discuss any concerns.
- a range of transition activities and events (see below)

Transition

From Home to Nursery

Nursery parents are invited to look around the Nursery provision before their child starts in the setting. In some cases, a home visit will be undertaken to support successful transition.

From Nursery / Pre-school / home to Reception

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents and children are invited to a meeting to look around the school, meet the staff and ensure they know about school procedures and any concerns they may want to express. The children are invited to visit their Reception Class.
- Members of staff from East Morton make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children from the school Nursery will have visits to the school setting throughout their time in Nursery and regular, planned visits to the Reception class where they get an opportunity to engage with staff and become familiar with the environment.
- Children requiring extra support can have additional visits regardless of their setting.
- Home visits take place in June and July if required.

From Reception Class to Key Stage 1

- During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting,

discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

- Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). The Year 1 teacher is given a copy of the child's report together with a short commentary on their skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs.
- In the final term in Reception there is a 'move up morning', where the children spend the morning in their new classroom with their new teacher. Other transition activities also take place in the last half term e.g. using the Year 1 classroom when it is free for a lessons and the Year 1 teacher reading the end of the day story.

Welfare and Safety

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, expectations, rules and limits and to help them understand why they exist. We provide children with choices to help them develop important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Safeguarding and Child Protection Policy)

"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."

At East Morton we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose.
- ensure that every child receives enjoyable and challenging learning and developmental experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Safeguarding Compliance

East Morton CE Primary School meets all statutory safeguarding and welfare requirements as set out in the Early Years Foundation Stage framework (DfE, 2025). This includes having robust policies and procedures for child protection, whistleblowing, staff suitability checks, and safe use of technology. These requirements are implemented in line with our separate Safeguarding and Child

Protection Policy and Whistleblowing Policy, ensuring that children are kept safe and their well-being is promoted at all times

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At East Morton, there are clear procedures for assessing risk which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- Where children are provided with meals, snacks and drinks, these are be healthy, balanced and nutritious (Early Years Foundation Stage Nutrition Guidance and **BDAT EYFS Food and Nutrition Policy**)
- A first aid box is accessible at all times, and a record of accidents and injuries is kept. First aid will be administered by trained staff only.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- An Online Safety policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing. Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level and within the outdoor area.

Headteacher: A. Proctor

Governor Approval: A. McGonigle

Date: May 2026

Review Date: May 2027

Appendix 1

Missing Child Policy: Procedure to be followed in the event of a child going missing at, or away from, the setting.

The purpose of this document is to set out the procedures to all stakeholders should a child go missing from the premises without permission. It is closely linked to the school's 'Safeguarding Policy'. This policy is written to ensure that if a student goes missing we are ready to deal with that eventuality.

Aim

We strive to provide a safe and secure environment for all students.

Definition

To go missing is to 'become lost or disappear'. This could mean a child leaves the school building, yet remains in the grounds, or leaves the school grounds.

School Grounds

The school is fenced all around the perimeter and this makes it highly unlikely that a child will be able to gain access to outside school. There are padlocked and electronic gates that must be unlocked to gain access to the road.

Overview

Children should never be allowed to leave the premises during school time without the Headteacher's permission. School time is 8.50-3.15pm for Reception children and they may only leave via the main entrance under the supervision of a staff member or by their parent/carer. Nursery sessions are 8.50am -11.55 and 11.55 - 3.05pm and their exit would be via the nursery gate under the supervision of a staff member or by their parent/carer.

All reasonable care is taken to ensure that pupils remain on site, however it is not possible to completely eliminate the risk that a child may leave the premises without the knowledge or permission of the Headteacher. This policy is put in place to ensure that every action possible is taken to ensure the quick and safe return of that child to school.

Objectives

- To locate any missing child quickly.
- To ensure that all children are kept safely on the school premises during school hours unless they have the Headteacher's /parents / carers permission to leave.
- 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.
- To ensure that the building, grounds and play areas are safe and secure during school hours.
- To ensure that teachers and staff keep children under proper supervision at all times.
- To ensure that if a child 'goes missing' during the school day, he/she is located quickly and returned safely to school.

Strategies

Ensure children are counted in and out of the classroom to ensure all children are accounted for.

If a pupil, who has previously been marked as present, is found to be absent, the procedure will be as follows:

- If a child cannot be found by its teacher, the Headteacher or a member of SLT 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.
- If the child's whereabouts are unknown, then the Headteacher, SLT and any other available staff will organise a search of the building and grounds
- 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.
- If the child is not found within a short period of time, the police must be called by the Headteacher or staff member.
- Members of staff, who are not supervising children, will be sent to search the area in the immediate vicinity of the school.
- 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.
- As soon as possible, the parents will be notified that their child is missing.
- The academy trust will be notified by the Headteacher that a child is missing.
- If a member of staff finds the child the Headteacher must be told at once. Parents, police and other authorities will be notified.
- The Headteacher will investigate how the incident occurred and will take appropriate action to ensure that similar events do not happen again.