

Coalbrookdale & Ironbridge C.E. Primary School



Early Years Foundation Stage (EYFS) Policy

Last Review: Spring 2026

Responsible: Jessica Marshall (Early Years Lead)

Review Date: Spring 2027

Vision Statement

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'Living life in all its fullness' is at the heart of everything we do and believe.

At Coalbrookdale & Ironbridge C.E Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond.

We strongly believe that children learn best and achieve their full potential when they are happy and feel secure. We strive to provide a safe learning environment with a warm and welcoming atmosphere that fosters a sense of belonging among children, staff, families and the wider community. We value each individual's uniqueness and diversity, promoting respect and acceptance of one another as equals and celebrating the differences that make our community so special.

We have high expectations of the children, and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities, and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of Coalbrookdale & Ironbridge with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of trust, responsibility, respect, compassion and perseverance, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school. We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential.

'Flourishing For All'

This policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability as well as SEND, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

'Let us always meet each other with a smile, for the smile is the beginning of love.' Mother Teresa.

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for 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, other agencies and the wider community. We get to know the children and their families, knowing when and how to support them.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

We will achieve this through:

- Providing a secure and stimulating place in which children and adults can learn together with confidence and enjoyment.
- Offering opportunities for children to learn as individuals and as part of a group at a pace appropriate to their development.
- Fostering creativity and curiosity and offer opportunities which will help children develop understanding about the world in which they live.
- All adults supporting children's esteem, confidence and positive self-image
- Promoting core values such as respect, perseverance, compassion, responsibility and trust, developing children who understand the needs and views of others.
- Children accessing a broad and balanced curriculum that gives them the broad range of knowledge, new vocabulary and skills needed for good progress through school and life
- Research-informed practice ensures the best teaching and learning methods used to help children progress in prime and specific area Mathematics and Literacy
- Providing broad and balanced educational experiences which celebrates the richness and diversity of the society in which we live. We are opposed to racism or racist behaviour and will challenge instances of this should they occur. All children have an equal right to develop the skills they will need in order to live a full and happy life.
- A person's worth as a member of society is not related to social class, physical or intellectual ability and promote this view in our work with children and families

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (2025).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our EYFS comprises of one Reception class. Within our EYFS classroom, we have one full time teacher and one full time teaching assistant.

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 are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and 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

The prime areas are strengthened and applied through 4 specific areas:

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

We use the ShREC model to support children's development in the prime areas of the EYFS: Communication and Language, Physical Development, and Personal, Social and Emotional Development. This approach encourages staff to share attention, respond, expand, and engage in conversation with children during everyday interactions. By following the child's lead, extending their vocabulary, and promoting meaningful back-and-forth dialogue, we help children build strong relationships, develop confidence in expressing themselves, and enhance their social, emotional, and language skills, providing a strong foundation for all areas of learning.

ShREC stands for:

- Share attention – be at the child's level and focus on what interests them.
- Respond – follow the child's lead and respond to their verbal and non-verbal communication.
- Expand – repeat and build on what the child says to extend their vocabulary and understanding.
- Conversation – engage in extended back-and-forth interaction, allowing children time to listen, process and reply.

This approach helps staff to create meaningful, supportive interactions that support language development, thinking skills and overall learning in line with EYFS expectations.

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.

4.2 Inclusion, SEND and Equality

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. We are committed to providing an inclusive environment where all children are valued and supported to reach their full potential. We promote equality and do not discriminate, making reasonable adjustments to meet individual needs. Children with SEND are supported through individual plans and partnership with parents, carers, and relevant professionals in line with our SEND policy. We celebrate diversity through our practice, resources, and environment, and all staff are responsible for promoting inclusion, equality, and positive attitudes towards diversity.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.3 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities focusing on foundational skills. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The foundational skills in the EYFS support children to develop the essential building blocks for future learning, including communication and language, physical development and personal, social and emotional skills. These skills align closely with our well-sequenced curriculum that enables children to know more, remember more and do more over time. By prioritising strong foundations, practitioners ensure children are well prepared for the next stage of learning and demonstrate clear intent, implementation and impact within the EYFS.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

We place strong emphasis on developing children's self-regulation, helping them to understand and manage their emotions, follow routines, resolve conflict and develop positive relationships. Adults model calm, respectful behaviour and support children to articulate feelings and needs.

Impact

The impact of our EYFS curriculum is seen in children who are confident communicators, motivated learners and socially resilient. Children make strong progress from their starting points, particularly in communication and language, personal development and early literacy. They leave Reception well prepared for the expectations of Year 1, demonstrating positive learning behaviours, independence and curiosity.

Transition to Year 1

As children move through Reception, staff carefully prepare them for the transition to Year 1 by gradually increasing opportunities for sustained focus, independence and adult-led learning, while maintaining play-based principles. Reception and Year 1 staff work closely together to ensure continuity and a smooth transition.

5. Assessment

At Coalbrookdale & Ironbridge primary, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

Baseline information, including the Reception Baseline Assessment, practitioner observations and information from parents, is used to identify children's starting points and to measure progress over time.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

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

Parents and/or carers are kept 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 teacher also helps families to engage with more specialist support, if appropriate.

The parents are invited to attend two parent consultation meetings in the Autumn and Spring term, and an open evening in the Summer term each school year. The parents will also receive a full written report in the Summer term to inform parents of their child's targets in maths and literacy and progress across the full curriculum.

Reception parents are also invited to attend information sessions to explain how phonics is taught at Coalbrookdale & Ironbridge Primary. These cover how the children are taught to read and write and how parents/ carers can best support their child at home.

Reception parents are kept updated with daily conversations about their child's progress and well-being.

Children's attendance is monitored and recorded daily as part of our safeguarding responsibilities following the whole school policy. All staff are responsible for encouraging attendance at school.

7. 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 are able to enjoy learning and grow in confidence.

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.

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.

We promote good oral health, as well as good health in general, in the early years by talking to children about the effects of eating too many sweet things and the importance of brushing your teeth.

In line with updated EYFS regulations, we are committed to ensuring that all children under the age of five are supported to develop healthy and safe eating habits. Mealtimes and snack times are always supervised by a trained paediatric first aider who are alert to choking risks and follow recommended food preparation guidance. Children are seated safely while eating and are encouraged to eat independently at their own pace, while staff remain attentive and responsive to their needs. We promote positive attitudes toward nutritious foods and provide

opportunities for children to explore a balanced diet, while taking into account individual dietary requirements, allergies, and cultural or religious preferences. Our approach ensures mealtimes are enjoyable, social learning experiences that prioritise children's wellbeing and safety.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

7.1 Medical

We are committed to promoting the good health of all children in our care and ensuring that their medical needs are met appropriately, safely and in partnership with parents and carers. We work closely with parents/carers to meet children's individual medical needs. Written permission is obtained from parents/carers before administering any medication. Care plans are in place for children with long-term medical conditions (e.g. asthma, allergies, diabetes), and are shared with relevant staff. Staff receive appropriate training to manage specific medical needs where required.

Administration of Medicines

Only prescribed or parent-authorized medication is administered. Medicines are clearly labelled with the child's name, dosage instructions and expiry date. Medication is stored securely and in accordance with storage instructions (including refrigeration where required). A written record is made each time medication is administered, recording the date, time, dosage and the name of the staff member administering the medication. Medication is administered only by a trained member of staff and witnessed by another staff member, who countersigns to confirm the correct dosage. Parents/carers are informed on the same day if their child has received medication.

Emergency Medical Treatment

In the event of a medical emergency, appropriate first aid will be given and emergency services contacted if required. Parents/carers will be contacted as soon as possible. All staff know the procedures for responding to medical emergencies. At least one qualified paediatric first aider is present at all times.

Exclusion of Children Who Are Ill

Children who are unwell, infectious, or unable to take part in normal activities will be excluded to protect the health of others. We follow public health guidance regarding exclusion periods for infectious illnesses.

7.2 Intimate care

All staff at the school who carry out intimate care will have been subject to an enhanced Disclosure and Barring Service (DBS) with a barred list check before appointment, as well as other checks on their employment history.

When carrying out intimate care we will always have 2 members of staff present. When carrying out procedures, the school will provide staff with Protective gloves, cleaning supplies, changing mat and a nappy bin.

For pupils needing routine intimate care, the school expects parents/carers to provide, when necessary, a good stock (at least a week's worth in advance) of necessary resources, underwear and/or a spare set of clothing.

Any soiled clothing will be contained securely, clearly labelled, and discreetly returned to parents/carers at the end of the day.

Independence will be encouraged where possible when cleaning and dressing themselves.

If a member of staff carrying out intimate care has concerns about physical changes in a child's appearance (e.g. marks, bruises, soreness), they will report this using the school's safeguarding procedures.

If a child is hurt accidentally or there is an issue when carrying out the procedure, the staff member will report the incident immediately to DSL and an SLT member.

If a child makes an allegation against a member of staff, the responsibility for intimate care of that child will be given to another member of staff as quickly as possible and the allegation will be investigated according to the school's safeguarding procedures.

For children whose needs are more complex or who need particular support an intimate care plan will be created in discussion with parents/carers.

Refer to our Intimate Care Policy.

8. Monitoring arrangements

We recognise that effective record keeping and regular safeguarding meetings are essential to ensuring the safety, welfare and well-being of all children in our care. Our setting is committed to maintaining accurate, confidential and up-to-date safeguarding records each month which are monitored by the safeguarding lead. In addition twice weekly EYFS meetings are held with the Teacher and Teaching Assistant to discuss monitoring and observations of the children.

This policy will be reviewed and approved by the Early Years Leader every year.

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

Statutory policy or procedure for the EYFS including but not exclusive to.	Where can it be found?
Safeguarding policy and procedures	See Child Protection & Safeguarding Policy
Procedure for responding to illness	See Health & Safety Policy
Administering medicines policy	See Medical Conditions & Managing Medicines Policy
Emergency evacuation procedure	See Health & Safety Policy
Procedure for checking the identity of visitors	See Child Protection & Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection & Safeguarding Policy
Procedure for dealing with concerns and complaints	See Complaints Policy
Behaviour and Self-Regulation Policy	Behaviour and Self-Regulation Policy

Statutory policy or procedure for the EYFS including but not exclusive to.	Where can it be found?
SEND Policy	SEND Policy