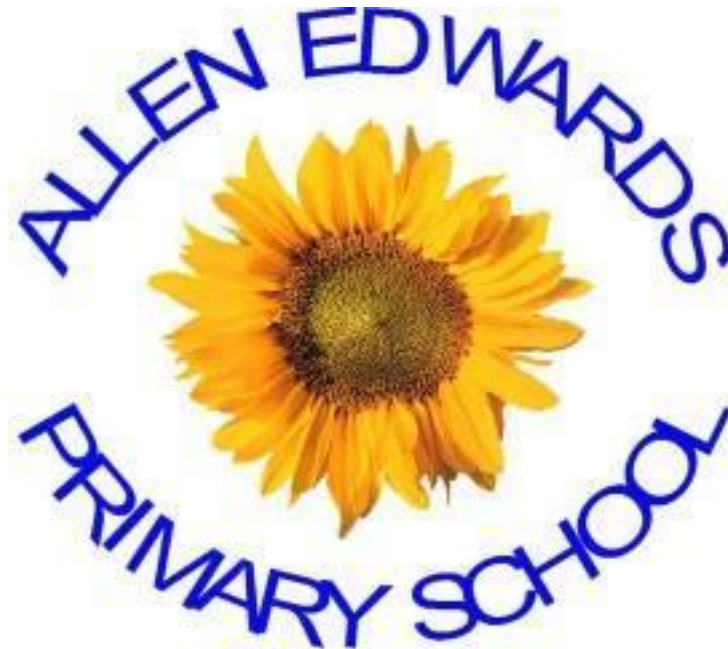




Early Years Foundation Stage (EYFS) Policy

ALLEN EDWARDS PRIMARY SCHOOL



Contents

<i>Policy Statement</i>	2
<i>Rights Respecting School</i>	2
<i>Aims and Expectations</i>	3
<i>Achieving our Aims and Expectations</i>	4
<i>Legislation and Guidance</i>	4
<i>Structure of the EYFS</i>	4
<i>Roles and Responsibilities</i>	5
The governing board	5
Headteacher	6
Other staff	6
<i>Curriculum</i>	7
Planning	8
Teaching	9
Play	11
Year 1 Transition	12
<i>Assessment</i>	12
<i>Working with Parents</i>	144
<i>Safeguarding and Welfare Procedures</i>	15
<i>Inclusion</i>	16
<i>Monitoring</i>	16
<i>Appendix 1 - List of statutory policies and procedures for the EYFS</i>	16

Early Years Foundation Stage (EYFS) Policy

Policy Statement

At Allen Edwards Primary School, we believe every child is entitled to a safe, secure, and inspiring start to their educational journey. We are dedicated to delivering high-quality teaching and learning that nurtures foundational skills, knowledge, and curiosity, creating a strong platform for future success.

Through our broad, balanced, and play-based EYFS curriculum, we ensure all children have rich opportunities to develop their physical, cognitive, social, and emotional abilities. We value every child as a unique individual, celebrating diversity and ensuring equal access to learning regardless of age, background, race, religion, gender, disability, or special educational needs. Our approach supports children in becoming confident, independent, and resilient learners who make a positive and active contribution to society.

This policy should be read in conjunction with the school's Strategic Aims, the EYFS Handbook, and school policies on Equality & Diversity, Teaching and Learning, Inclusion, Safeguarding, and SEND.

Rights Respecting School

At Allen Edwards Primary School, we are committed to the United Nations Convention on the Rights of the Child (UNCRC) and have achieved our Gold accreditation through the dedicated work that our community has committed to and will continue to do. We strive to ensure that we are fulfilling the rights of all children by providing them with an inclusive environment where they feel safe and confident enabling them to reach their full potential and prepare them for an ever-changing world.

Article 2	Non-Discrimination	At Allen Edwards, children, staff, parents and governors guarantee that children are not discriminated against because of their abilities. All staff work closely together to ensure that strategies and interventions are in place to support children so that they can achieve their full potential and can access a curriculum that allows them to flourish.
Article 6	Life, Survival and Development	At Allen Edwards, children, staff, parents and governors ensure that we provide a tailored curriculum and learning experiences that meet the needs of all children so that all children develop to their full potential.
Article 18	Parental Responsibility	At Allen Edwards, children, staff, parents and governors work hard to develop working partnerships to support pupil's safety, health, wellbeing and learning at home and

	s and State Assistance	at school. Learning, at different points of the year, is shared and celebrated with parents.
Article 29	Goals of Education	At Allen Edwards, children, staff, parents and governors recognise that every child has talents and abilities that need to be encouraged and developed.
Article 31	Leisure, Play and Culture	At Allen Edwards, children, parents, staff and governors advocate for a play-based approach to learning in the Early Years. This allows children to develop their own interests further, experience new learning opportunities, recognise the value of building friendships and identifying ways in which they can be a good friend.
Article 42	Knowledge of Rights	At Allen Edwards, children, parents, staff and governors recognise the importance and value of actively teaching children about their rights across a broad and balanced curriculum applying the rights to each area of learning.

Aims and Expectations

The Early Years Foundation Stage Statutory Framework for Group and School-Based Providers states that:

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential." (EYFS Statutory Framework for Group and School-Based Providers, September 2026)

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
- That children build upon their prior knowledge and experiences through collaboration and independence, providing a secure foundation for their future learning
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- That a structure for learning is offered that has a range of starting points and unlimited opportunity for development
- That the value of play as a learning experience is promoted
- A deep love of learning and that children develop characteristics to become effective learners
- A close working partnership between staff and parents and/or carers
- That the learning environment is welcoming, stimulating, supportive and safe, and that children and their parents feel secure and happy
- That every child is included and supported through equality of opportunity and anti-discriminatory practice



- That staff work as an effective team to enable every child to fulfill their potential across the EYFS

Our expectation is that all staff will ensure that children receive a curriculum which is:

- Broad
- Balanced
- Coherent
- Relevant
- Linked to their interests while providing learning opportunities beyond their interests

Achieving our Aims and Expectations

In order to achieve our aims and expectations, the school will:

- Ensure that all children and their families feel safe, valued, included and respected
- Promote parents as partners in their children's learning
- Help children to feel secure and develop strong relationships with their teachers and additional adults within the class
- Promote the 'Key Person' system to ensure children's emotional well-being and developmental progress are effectively supported
- Promote a safe, challenging, rich and varied indoor and outdoor learning environment
- Provide children with opportunities to play, engage in active learning, and think creatively and critically
- Ensure a broad curriculum across all seven areas of learning - with a strong focus on the Prime Areas - where planning is informed by ongoing interactions, observations, children's interests, and their next steps

Legislation and Guidance

This policy is based on requirements set out in the [Early Years Foundation Stage Statutory Framework for Group and School-Based Providers \(September 2026\)](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 years](#) and the [Equality Act 2010](#), and refers to curriculum and governance expectations set out in the Department for Education's [Maintained Schools Governance Guide](#).

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Allen Edwards Primary School, our EYFS provision caters for children aged 3 to 5 years.

Nursery Provision

At Allen Edwards, we have one Nursery class offering 15-hour and 30-hour places (full-time and part-time). The Nursery has a maximum capacity of 40 places, and children are typically

offered a place in the September following their third birthday. Where spaces are available, children may also be offered a place throughout the academic year following their third birthday.

Standard part-time places run for 3 hours per day (morning or afternoon sessions). At the school's discretion and in exceptional circumstances, part-time places may be offered over 2.5 days per week. Staffing in the Nursery includes a Class Teacher, a Level 3 Early Years Educator, and additional Teaching Assistants depending on child numbers and cohort needs.

Reception Provision

We have two Reception classes. Each Reception class is taught by a Class Teacher and supported by at least one Teaching Assistant, tailored to the needs of the children. All children attend Reception full-time. Where children require a gentler transition, a staggered start may be arranged to build up to full-time attendance according to their individual needs.

Induction and Transition

Before starting Nursery, or when joining Reception as a new pupil, children and their parents or carers are invited to a Stay and Play session. This initial visit allows staff and families to build positive working relationships and enables the EYFS team to identify each child's unique needs, abilities, and interests to support a smooth transition. A member of the Inclusion Team or Senior Leadership Team is available during these visits to ensure appropriate support is put in place from day one.

To further support transition, staff conduct home visits for new children entering Nursery and Reception. Home visits provide a valuable opportunity for staff to build strong links with families in a comfortable environment and gain a deeper understanding of our school community. Home visits are typically conducted by the Class Teacher alongside a Level 3 Teaching Assistant, helping children become familiar with key adults before they begin school. While home visits are optional for parents, they are warmly welcomed by the vast majority of our families.

Roles and Responsibilities

The Governing Board

The Governing Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and high expectations for the EYFS.
- Proper provision is made for children with different abilities and needs, including children with Special Educational Needs and Disabilities (SEND).
- The school implements all statutory EYFS assessment and reporting arrangements.
- It participates actively in decision-making regarding the breadth, balance, and quality of the EYFS curriculum.

The Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to and that:

- All elements of the EYFS curriculum across the seven areas of learning have clear aims that reflect the vision of the school and meet the needs of individual children.
- The school's procedures for assessment meet all statutory EYFS requirements.
- The Governing Board is kept fully informed and involved in decision-making processes relating to the EYFS curriculum and overall phase performance.
- Proper provision and resources are in place for children with SEND and additional needs.

Other Staff

The EYFS Lead maintains an overview of the Early Years phase and works in partnership with the Headteacher on strategic planning, monitoring, and evaluation.

The EYFS Lead is responsible for the day-to-day implementation of this policy and will:

- Provide strategic leadership and direction for the EYFS phase.
- Support, mentor, and advise colleagues on early years pedagogy, curriculum, and environment.
- Monitor children's development, learning progression, and the quality of provision across the phase.
- Ensure efficient management and allocation of Early Years resources.
- Keep up to date with national and local developments in early years education to drive continuous improvement, aligning phase action plans with whole-school development priorities.
- Review curriculum planning to ensure full coverage of the Statutory Framework for the EYFS - drawing on non-statutory guidance such as Development Matters and Birth to 5 Matters - ensuring learning intentions are clear and progression is embedded in provision.

The school provides the EYFS Lead with dedicated leadership release time (non-contact time) to fulfill these duties, with tasks recorded to evaluate impact and inform yearly action planning.

Class Teachers hold final responsibility for short- and medium-term planning to ensure the statutory requirements of the EYFS framework are met and the needs of all children are catered for. Teachers seek support, advice, and guidance from the EYFS Lead and subject leaders where appropriate to deliver quality-first teaching within a rich, broad, and balanced curriculum.

Curriculum

Allen Edwards follows the curriculum as outlined in the Statutory Framework for the Early Years Foundation Stage.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. Three areas - known as the prime areas - are particularly critical for igniting children's curiosity and enthusiasm for learning, building their capacity to learn, forming relationships, and thriving.

- The prime areas are:

Communication and Language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-regulation Managing self Building relationships
Physical Development	Fine motor Gross motor

- The prime areas are strengthened and applied through four specific areas:

Literacy	Comprehension Word reading Writing
Mathematics	Numbers Numerical patterns
Understanding the World	Past and present People, culture and communities
Expressive Arts and Design	Creating with materials Being imaginative and expressive

At Allen Edwards, our EYFS curriculum is school-developed, referencing the Statutory Framework alongside non-statutory guidance (Development Matters and Birth to 5 Matters). It is designed in a progressive, sequential manner across both our Nursery (3–4 years) and two Reception classes to ensure continuous progress towards the Early Learning Goals (ELGs) at the end of Foundation Stage.

- Core Texts at the Centre: High-quality literature drives our curriculum. Termly themes connect directly to core texts, enriching vocabulary and enabling children to apply learning across multiple contexts.
- Nursery to Reception Progression: Learning experiences are tailored to age and stage. In Nursery, priority is given to embedding the prime areas and introducing foundational specific skills. In Reception, learning systematically builds upon these foundations to ensure school readiness and a smooth transition into Key Stage 1.

Five core drivers reflect the unique character and locality of Allen Edwards, equipping children with the skills to become lifelong learners:

1. Community: We actively reflect our diverse community in our curriculum and partner with parents and carers to support learning.
2. Collaboration: Paired, group, and whole-class activities teach children to cooperate, negotiate, share, and empathise.
3. Communication: Language development is embedded across all areas to build confidence in questioning, discussion, and social connection.
4. Possibilities: High expectations encourage children to excel, think creatively, and develop real-world problem-solving skills.
5. Resourcefulness: Children are guided to take ownership of their learning, try new approaches, and reflect on their achievements.

Our curriculum systematically promotes pupils' Spiritual, Moral, Social, and Cultural (SMSC) development alongside our school values: honesty, kindness, respect, trust, and tolerance.

Through our Rights Respecting Schools framework, we explicitly embed key British Values:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those of Different Faiths and Beliefs

Planning

Working collaboratively within their year group teams, staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children in Nursery focus strongly on the three prime areas: Communication and Language, Personal, Social and Emotional Development (PSED), and Physical Development. The specific areas of Literacy and Mathematics also have an elevated profile across our setting to address low baseline starting points. Activities across continuous provision and targeted interventions allow for the ongoing development of these areas alongside tailored carpet inputs throughout the week.

Staff maintain evolving weekly plans for both carpet sessions and provision-based activities to ensure all seven areas of learning are systematically developed across the week. Amendments and adaptations are made daily based on formative assessment to inform the next day's planning. This includes building in specific weekly challenges as well as environmental enhancements designed to capture children's engagement, curiosity, and emerging interests.

In addition to our thematic approach, staff take into account the individual needs, interests, and stage of development of each child to plan challenging, accessible, and enjoyable experiences. Where a child has a special educational need or disability (SEND), staff work in partnership with the SENCo and external support agencies to plan targeted interventions and environmental adaptations. Learning experiences are adapted to meet the needs of all pupils, including extending the knowledge, skills, and vocabulary of children working at greater depth.

In planning and guiding children's learning, staff actively embed the three statutory Characteristics of Effective Learning:

- Playing and Exploring: Finding out, exploring, and playing with what they know.
- Active Learning: Being involved, concentrating, and keeping on trying.
- Creating and Thinking Critically: Having their own ideas, making links, and choosing ways to do things.

Communication, Language, and Literacy are systematically developed through the school's use of Read Write Inc. Phonics:

- Nursery: Prior to formal phonics, children develop foundational phonological awareness by tuning into environmental sounds, exploring rhythm, rhyme, alliteration, body percussion, and instrumental sounds. *Read Write Inc.* is formally introduced in the Summer term to support a smooth transition into Reception.
- Reception: Read Write Inc. lessons begin in the Autumn term. As children's concentration and stamina build, lessons systematically teach grapheme-phoneme correspondences, blending, and segmenting to build early reading fluency. Regular dynamic assessments ensure children are fluidly grouped by stage to maximise progress.

Maths lessons are taught through discrete direct instruction alongside practical application in continuous provision to ensure core number sense, spatial reasoning, and pattern skills are firmly embedded, preparing children for Year 1.

Skill-building activities are facilitated by adults in both indoor and outdoor learning environments. Staff use child-initiated learning opportunities to model language, scaffold thinking, and extend learning in the moment. In Reception, pupils complete weekly individual challenge tasks within continuous provision to build independence, self-regulation, and confidence in applying taught skills.

Teaching

Teaching and learning experiences across EYFS are carefully managed and balanced to suit the developmental stages of our children. Each area of learning is implemented through planned, purposeful play and a dynamic mix of adult-led direct teaching and child-initiated exploration.

Children self-select learning tasks through high-quality continuous provision throughout the day. Consequently, the quality of interactions between adults and children is central to our pedagogy. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive, and linguistically rich interactions. All adults model, demonstrate, scaffold, and question to extend learning in the moment.

Set routines structure each day to guarantee broad and balanced learning opportunities across both Nursery and Reception:

- Core Curriculum Inputs: Designated times are set aside daily for Mathematics, Literacy, Phonics, Communication and Language, and reading stories.
- Wider Curriculum: Weekly dedicated sessions support and extend learning in Personal, Social and Emotional Development (PSED), Understanding the World, and Expressive Arts and Design.
- Physical Development & PE: Gross and fine motor skills are embedded throughout indoor and outdoor provision. In addition, children participate in weekly structured

Physical Education lessons led by specialist sports coaches to refine gross motor coordination and spatial awareness.

Carpet sessions develop group learning behaviors—such as active listening, turn-taking, and sustained concentration. Complementing this, children frequently work in smaller guided groups on joint tasks and collaborative projects, fostering mutual support and a strong sense of community.

Reading is the cornerstone of our EYFS curriculum. We promote a deep love of reading through daily whole-class story times, reading for pleasure, and interactive community events such as 'Reading Cafes'. Children are exposed to a wide variety of fiction, non-fiction, and poetry, often voting on texts linked to termly themes. These texts enrich children's vocabulary and form the foundation of a language-rich environment.

Children are encouraged to re-enact familiar stories during continuous provision using puppets, drama, and role-play. This builds structural awareness of narrative sequencing (beginning, middle, end) and consolidates core vocabulary.

Home Reading Progression:

- Nursery: Every child takes home a high-quality picture book weekly to share with their families, building book talk, imagination, and early comprehension skills before formal print reading begins.
- Phonics Pathway (Read Write Inc.): Systematic synthetic phonics begins in the final term of Nursery (focusing on Phase 1 phonological foundations and initial Set 1 sounds) and is taught daily from the start of Reception.
- Decodable & Practice Books: Once children can blend taught sounds, they take home a phonically decodable Read Write Inc. book matched strictly to their phonic stage. In Reception, the Read Write Inc. storybook studied in class is also sent home after school completion to build reading fluency, automaticity, and confidence through repeated reading.

Engagement with the natural environment is a key element of our provision, offering rich physical, sensory, and vocabulary-building opportunities that urban pupils may not otherwise access. Once children in Nursery are fully settled into their routines, they begin regular sessions in our on-site Nature Garden. Reception classes attend Nature Garden sessions throughout the year. These sessions embed Forest School principles to promote curiosity, risk assessment, teamwork, and domain-specific vocabulary in real-world contexts.

As children progress through Reception, the balance of the day gradually shifts towards more adult-led direct instruction to prepare them for Key Stage 1. To ensure a smooth transition into Year 1, freeflow continuous provision is maintained during the Autumn term in Year 1, supporting children as they adjust to more formalised learning routines.

To deliver high-impact teaching across all seven areas of learning, staff employ a range of evidence-based pedagogical strategies:

- Modelling: Explicitly demonstrating play routines, social interactions, mathematical thinking, and writing processes.
- Scaffolding & Questioning: Using open questioning and prompt language to challenge children and deepen their understanding in the moment.

- Narrating Play: Verbalising actions and thought processes aloud to provide rich spoken language models for peer interaction.
- Instantaneous Verbal Feedback: Delivering immediate feedback during provision to stretch learning, correct misconceptions, and celebrate effort.
- Concrete & Real-Life Resources: Utilizing physical objects, counters, realia, and authentic scenarios to make learning concrete and memorable.
- Multi-Sensory Approaches & Visual Supports: Using visual timetables, gestural cues, actions (e.g., counting actions in Maths), and multi-sensory resources to ensure learning is accessible to all learning preferences, including pupils with SEND and EAL.
- Role-Play & Imaginative Contexts: Using drama as a vehicle to explore emotions, test vocabulary, and process wider curriculum concepts.
- Song, Rhyme, and Rhythm: Using music and movement to embed key facts, routines, and phonological awareness.

Play

At Allen Edwards, learning through play underpins our approach to teaching and learning across EYFS. We recognise that young children learn most effectively through active, interest-led experiences that inspire curiosity and spark motivation.

Continuous provision begins in Nursery, continues through Reception, and is maintained during the Autumn term of Year 1 to support a seamless transition into Key Stage 1. Learning areas across these year groups are established in both indoor and outdoor environments, equipped with accessible, cross-curricular resources that children can select independently throughout the day.

- Progressive Provision: Learning opportunities in Reception build upon and deepen the foundational experiences established in Nursery, ensuring skills, vocabulary, and concepts progress sequentially.
- Consolidation and Autonomy: Continuous provision provides stimulating, engaging, and active play that encourages creativity, imagination, and critical thinking. It allows children to revisit prior learning, consolidate skills, and extend their understanding at their own pace, whether working individually or collaboratively.

Play provides essential opportunities for children to negotiate, communicate, problem-solve, and explore emerging interests. Our staff take an active, intentional role in child-initiated play by:

- Observing children to identify emerging needs, schema, and interests.
- Modelling language, social interactions, and play routines.
- Asking open-ended questions to scaffold thinking and extend play without dominating or interrupting the child's narrative.
- Delivering instantaneous feedback and introducing targeted vocabulary in context.

We value outdoor learning equally to indoor learning. The outdoor environment offers unique physical scale and sensory freedom - enabling larger-scale physical play, louder collaborative experiences, and open-ended investigations that cannot be replicated inside.

Our freeflow provision allows children to move fluidly between indoor and outdoor learning environments, ensuring they can develop skills, knowledge, and self-regulation across all seven areas of learning in motivating and purposeful contexts.

Year 1 Transition

At Allen Edwards, we recognise that the transition from the Early Years Foundation Stage to Key Stage 1 is a significant step. To maintain children's natural curiosity and enthusiasm for learning, we mirror the familiarity, structure, and continuous provision of Reception within the Year 1 learning environment during the Autumn term. We believe that supporting positive relationships within an enabling environment ensures every unique child can flourish.

To ensure a smooth and continuous learning journey, Year 1 teachers work closely with the EYFS team during the Summer term and throughout the Autumn term:

- Provision Alignment: Year 1 teachers design motivating, engaging, and stimulating indoor and outdoor continuous provision that builds directly upon Reception practice.
- Balanced Structure: Planning incorporates short, focused carpet inputs followed by periods of adult-guided and child-initiated freeflow play using both indoor and outdoor learning spaces.
- Gradual Curriculum Evolution: Early Year 1 planning follows the EYFS thematic provision structure, incrementally transitioning towards the National Curriculum framework used across Key Stage 1 and 2 as the year progresses.

Year 1 provision continues to nurture the independence, self-regulation, and problem-solving skills developed during EYFS:

- Characteristics of Effective Learning: Staff actively foster Playing and Exploring, Active Learning, and Creating and Thinking Critically across the Year 1 curriculum.
- Targeted Support for Pupils Below GLD: For children who did not achieve a Good Level of Development (GLD) at the end of Reception, continuous provision is vital. In the Autumn term, staff assess these pupils against both EYFS criteria and Year 1 milestones to bridge learning gaps and accelerate progress toward GLD concepts.
- Evolving Outdoor Provision: As the year advances, the outdoor learning space transitions from freeflow exploration to hosting more focused, adult-led English, Mathematics, and practical learning tasks.

Transition is managed flexibly around the individual developmental needs of each cohort:

- Towards the end of the Autumn term, Year 1 teachers and Senior Leadership evaluate children's readiness for a more structured Key Stage 1 routine.
- Where children benefit from extended continuous provision, play-based learning approaches and indoor/outdoor access are maintained into the Spring term to ensure learning remains accessible, engaging, and developmentally appropriate.

Assessment

At Allen Edwards Primary School, ongoing assessment is an integral part of the teaching, learning, and development process. Staff continuously observe pupils during daily routines, carpet sessions, and play to identify their achievements, emerging interests, and learning preferences.

Informal, live assessment is our primary tool for driving progress, complemented by selective digital documentation on Evidence Me to capture significant learning milestones and track age-related expectations. Together, these assessments shape future planning and targeted

support. Staff also highly value and integrate observations and insights shared by parents and carers.

Formative Assessment, Observation & Responsive Teaching

Assessment in our Early Years setting is predominantly informal, live, and ongoing. Staff actively observe children throughout the day to gauge understanding, address misconceptions, and adapt provision in real time:

- **Live Assessment & Daily Planning Adaptations:** Staff make immediate, on-the-spot adjustments to carpet inputs, guided group work, and continuous provision. Daily planning is continuously reviewed and edited to address emerging needs, consolidate skills, or introduce new challenges.
- **Informal Interactions & Scaffolding:** Most assessment occurs through warm, meaningful adult-child interactions - listening, asking open questions, and providing immediate verbal feedback to extend play and learning in the moment.
- **Selective, Purposeful Written Documentation (Evidence Me):** Written observations are used selectively to record significant milestones, breakthrough moments, or individual progress over time. Documentation may include short notes, photographs, or video clips detailing how a child approaches a task, interacts with peers, and achieves outcomes. This approach keeps written records purposeful while ensuring staff time remains focused on direct interaction with children.
- **Evaluating How Children Learn:** Daily observations - both live and recorded - evaluate children against the statutory Characteristics of Effective Learning (Playing and Exploring, Active Learning, and Creating and Thinking Critically), supporting how children learn alongside what they learn.

Baseline & Assessment Checkpoints

When a child enters Nursery, the class teacher and team evaluate the child's starting points to identify strengths and areas for development. Learning and targeted support begin immediately. Ongoing informal observations, Evidence Me records, and work samples inform our internal assessment checkpoints gathered across three key data capture points in the academic year: Autumn 1 (Baseline), Spring 1, and Summer 2. Immediate interventions and targeted teaching are implemented to address misconceptions and close gaps promptly.

Within the first 6 weeks of starting Reception, staff administer the statutory Reception Baseline Assessment (RBA) in line with government requirements. Alongside the RBA, the Reception team conducts internal baseline activities to establish comprehensive baseline judgements. Tailored interventions are put in place throughout the year to narrow learning gaps and ensure every child makes strong progress.

Children are assessed termly against the Read Write Inc. framework. Assessment data informs fluid grouping, targeted intervention, and precise lesson delivery to ensure children become confident decoders, competent spellers, and fluent readers (for further detail, see the English Policy).

The EYFS Profile & End-of-Phase Reporting

At the end of Reception, staff complete the statutory EYFS Profile for each child. Pupils are assessed against the 17 Early Learning Goals (ELGs), indicating whether they are:

- Expected (2): Meeting the expected level of development.
- Emerging (1): Not yet reaching the expected level of development.

The EYFS Profile reflects cumulative formative observations, work samples, and discussions with parents and carers. Profile outcomes are reported directly to parents and carers in their child's end-of-year written report and shared with Year 1 teachers to ensure a seamless transition.

EYFS Profile judgements are moderated internally using statutory framework exemplifications and non-statutory guidance (Development Matters and Birth to 5 Matters). Final EYFS Profile data is submitted to the Local Authority annually in the Summer term.

Working with Parents

At Allen Edwards Primary School, we recognise that children learn and flourish when there is a strong, collaborative partnership between practitioners and parents or carers. We aim to foster warm, caring, and respectful relationships with all our families, ensuring they feel supported, secure, and valued within our school community. By building these positive connections, we ensure parents understand that their child's wellbeing, interests, and development are at the heart of our practice.

We actively involve parents and carers in school life through a range of structured and informal opportunities:

- Induction & Transition: Home visits for every new family joining our school, alongside dedicated 'Stay and Play' sessions to support smooth transitions.
- Open-Door Policy: Daily accessibility at the beginning and end of the school day, allowing parents to raise questions or concerns promptly with staff.
- Parent Consultation Meetings: Two formal parent-teacher consultation meetings held across the academic year to discuss progress, social development, and next steps.
- Curriculum & Information Workshops: Parent workshops throughout the year (e.g., 'Meet the Teacher' and Phonics sessions) to empower parents to support learning at home.
- Community Celebrations: Whole-school and EYFS events that bring families together, including Reading Cafes, Black History Month celebrations, and end-of-year performances.

Parents and carers are kept informed about their child's ongoing development, achievements, and milestones:

- Digital Observations (Evidence Me): Half-termly updates of written and visual observations are shared with families via Evidence Me. Parents are actively encouraged to contribute observations from home to help staff build a holistic picture of the child.
- Formal Progress Reporting: Termly progress summaries, alongside the end-of-year written report incorporating the statutory EYFS Profile outcomes for Reception pupils, provide a comprehensive overview of each child's knowledge, skills, and abilities.

Every child in Nursery and Reception is assigned a named Key Person:

- The Key Person ensures that every child's care and learning are tailored to meet their unique needs, helping them build secure attachments and feel safe in the setting.
- The Key Person acts as the primary point of contact for parents, offering guidance on supporting learning at home and assisting families in accessing specialist external support where appropriate.
- Where a child has additional needs or SEND, the Key Person works in close partnership with the school SENCo and Inclusion Lead to ensure consistent strategies, routines, and support structures between home and school.

Reading is at the heart of our parent partnership approach:

- Weekly Picture Books: Every child takes home a high-quality picture book each week to share with their family, fostering early book talk, vocabulary development, and a lifelong love of reading.
- Family Friday Reading Cafes: Parents and carers are invited into the classroom weekly for our 'Family Friday' sessions to share and discuss stories alongside their children.
- Phonically Decodable Reading Books: Once children are blending sounds securely in *Read Write Inc.*, they take home a decodable reading book matched directly to their phonic stage to build fluency and confidence at home.
- Reading Records: Home-school reading records maintain ongoing two-way communication between teachers and parents regarding reading progress, comments, and milestones.

Safeguarding and Welfare Procedures

Children's safety and welfare is paramount. At Allen Edwards, we create a safe, supportive, and secure environment, delivering a curriculum that teaches children how to stay safe, manage risks, and make healthy choices. Daily risk assessments are carried out across all indoor and outdoor Early Years environments to ensure facilities remain safe for all.

In line with statutory EYFS welfare requirements, we maintain strict safer eating practices during snack times and mealtimes to minimise choking hazards and protect children with allergies:

- Active Supervision: Children are closely supervised while eating and drinking. Adults sit with or face the children to encourage positive social interactions, monitor safe chewing, and prevent food sharing.
- Safe Food Preparation: All fruit, vegetables, and snack items provided by the school or brought in packed lunches must be prepared safely. High-risk choking foods (such as grapes, cherry tomatoes, and sausages) are sliced lengthways and quartered.
- Allergy Management: Clear records of children's dietary requirements, food allergies, and intolerances are maintained and shared with all relevant staff.
- Seated Mealtimes: Children remain seated while eating and drinking to promote safe swallowing and prevent accidents.

We actively promote good health, hygiene, and oral care through daily routines and curriculum activities:

- **Healthy Choices:** Teaching children about balanced nutrition, eating fruit and vegetables, and understanding the impact of sugary foods on body and teeth.
- **Hydration & Hygiene:** Ensuring fresh drinking water is accessible throughout the day and embedding independent handwashing routines before eating and after using the toilet.

Many members of our EYFS team hold valid Paediatric First Aid (PFA) certifications, ensuring qualified staff are always present to handle injuries, medical conditions, or emergency responses immediately.

Further operational details regarding child protection, safer recruitment, mobile phone policies, and missing child procedures are outlined in the school's overarching Safeguarding Policy.

Inclusion

We value all our children as individuals at Allen Edwards, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that all of our children have the best possible chances of success. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equal Opportunities, SEND, Curriculum and Teaching and Learning.

Monitoring

Governors monitor coverage of the Statutory Framework of Early Years Foundation Stage and compliance with other statutory requirements through:

- School visits to develop a clear understanding about the intent, implementation and impact of the phase
- Meetings with and observations of the pupils
- Governor meeting presentations by Curriculum Lead and Early Years Lead about the progress in the phase across the seven areas of learning
- Discussions with Curriculum Lead and Early Years Lead about data, outcomes, attainment and progress within the seven areas of learning

The Early Years Lead will monitor the way the curriculum is taught throughout the phase by:

- Learning walks and lesson observations to understand curriculum implementation and provide support
- Planning scrutinise to ensure curriculum intent is clear and there is full coverage of the Statutory Framework of EYFS



- Observation looks, provision looks and learning journey looks to examine outcomes, learning opportunities and resources to support all learners
- Pupil voice to ensure development of knowledge and a love of learning across the phase is being instilled
- Data checks to monitor the attainment and progress of children within the EYFS

The Early Years Lead alongside class teachers also has responsibility for monitoring the way in which resources are stored and managed.

For further information regarding Early Years provision at Allen Edwards Primary School, or to discuss your child's learning and development, please contact our EYFS Lead:

- **EYFS Lead:** Isabelle Hollamby
- **Telephone:** 020 7622 3985
- **Email:** ihollamby@allenedwards.lambeth.sch.uk

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding policy
Procedure for responding to illness	See Health and Safety policy
Administering medicines policy	See Supporting Pupils with Medical Conditions policy
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding policy
Procedure for dealing with concerns and complaints	See Complaints policy