



Axbridge C of E Academy

Together We Inspire, Thrive & Excel

EYFS Policy

Date of Policy: October 2024

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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
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from October 2024](#).

3. Structure of the EYFS

At Axbridge, our Early Years provision includes Busy Bees Nursery for 2,3 and 4 year olds and up to two Reception classes, each with space for 30 children.

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Busy Bees is a 52 place setting, and is housed in its own unit, comprising the Jack Todd Room for 2 to 3 year olds with access to an outside deck; and a larger room for preschoolers, with a large garden. Busy Bees is open term time only, 8 – 5.30pm.

Our Reception classes each have their own classroom which are connected by a shared continuous provision area; as well as a large outdoor garden and enclosed Forest School Area.

4. Curriculum

Our early years classes follow the curriculum as outlined in the latest version of the EYFS Statutory Framework, January 2024 and updates in October 2024..This is illustrated more fully in our progression planning, and weekly plans, which include reference to the Development Matters materials.

Our Nursery and Reception learning activities are woven through play and exploration, and designed to promote key skills which are revisited and practised throughout the Foundation Stage.

We believe that a secure foundation across the areas of early learning and development, is the key to continued progress in Key Stage 1.

The EYFS Framework includes seven areas which are equally important and inter-connected. However, the three Prime Areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, to 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 the four Specific Areas:

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

4.1 Planning

Our Early Years Foundation Stage at Axbridge First School, provides a happy, safe, caring, stimulating and well-organised environment, in which children learn by building upon what they already know and can do.

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Our planning is designed with flexibility, to respond to young children's interests, emerging needs and levels of development. Our observations inform our on-going planning for enjoyable learning activities and further challenge, across all areas of learning and development.

Key persons working with the youngest children, focus strongly on the three Prime Areas. In planning and guiding children's activities, we reflect on the different ways children learn, and include these in our practice.

We aim to foster a sense of wonder and discovery; and to provide appropriate and timely support for those children who have potential barriers to their learning.

Where a child may have a special educational need or disability, we work closely with parents and consider whether specialist support is required, linking with relevant services and other agencies, where appropriate.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.

Staff take time to establish secure key relationships, and respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor provision mirrors the opportunities available to the children indoors, offering a mix of adult-led and child-initiated learning.

5. Assessment

At Axbridge, ongoing assessment is an integral part of the learning and development process. 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, and from other settings too (for example, in Busy Bees, where a child may attend other preschool provision too).

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the Prime Areas. The 'Progress Check at Age Two' highlights the areas where a child is progressing well, and areas where additional support may be needed.

Within the first six weeks of a child **starting Reception**, staff will carry out the Reception Baseline Assessment (RBA).

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')

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The Profile reflects ongoing observations, and discussions with parents/ carers, and the results are shared with them.

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.

6. Working with parents

We recognise that parents are children's first and most enduring educators, and we value the critical role they play throughout their child's learning journey. We do this through:

- Talking to parents about their child's interests and abilities before starting school, and sharing their *All About Me* book.
- Welcome visit and taster session for new entrants to Busy Bees, and Home Visit where appropriate.
- Reception teacher visits to home/ nursery settings prior to starting.
- 'Play to Learn' session for children and parents to explore the new classroom together.
- Transition visits to school for Busy Bees children, with nursery staff. Our Reception teachers visit those children who attend other preschools too.
- Induction meeting during the term before their child starts school. In addition, parents are invited to a phonics, reading and mathematics information morning in the autumn term, once they have started.
- Encouraging parents to engage with our 'Virtual Learning Environment', through Tapestry/ Class Dojo.
- Home-school reading record diary for Reception children, to share information.
- Encouraging parents to share concerns with the class teacher/ key person. In Reception, formal parent consultations take place in the Autumn and Spring terms, providing an opportunity for an in-depth discussion. In Busy Bees, planned parent meetings take place twice-yearly (as well as the Progress Check as appropriate), and informal feedback is shared on a daily basis, or as necessary.
- Shared communication through online learning journals from nursery to the end of Reception. We encourage parents to add comments relating to their child's achievements at home, and through the use of the 'Wow leaves' in Reception.



- Half-termly/ termly newsletters with information relating to our current topic and special events; and inviting contributions from home, or suggesting ways to support and consolidate their child's on-going learning in nursery and school.
- Planning a range of activities throughout the year to encourage collaboration between child, school and parents: Foundation Stage RE Workshop days, Collective Worships, Reception Sports Day, charity events etc.
- Establishing class helper rotas in both Reception classes, and Stay-and-Play sessions in Busy Bees.
- All new parents/carers are welcomed by the Parent Teacher Association, and regularly invited to our meetings and events throughout the year.
- Whole School open days.

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

Parents/ carers are kept up to date with their child's progress and development. The Progress Check and EYFS Profile help to provide a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person provides support in guiding their child's development at home, and helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

It is critical that all children in our school are safe. We teach them safe boundaries, rules and limits and help them understand why they exist. We allow them to take 'managed' risks, as they learn to make sensible choices to keep themselves safe, and begin to recognise and avoid hazards too. We aim to protect the physical and emotional well-being of all our children; we strongly believe that they will thrive when they are healthy and safe; when their individual needs are met; and when they have the chance to build positive relationships with their peers and familiar adults. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

We promote good oral and general health, by establishing good health and hygiene practices in Busy Bees and Reception. We talk about ways to:

- make healthy food choices: the effects of eating too many sweet things, and the importance of tooth-brushing, twice daily at home
- keep safe and well: stranger danger and online safety in Reception; toilet hygiene, nose-blowing and regular handwashing throughout the day (especially after playtimes, before snack and lunchtimes, after Forest School activities)

We follow [statutory guidance](#) for safety around supervised tooth brushing.

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The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead and Nursery Manager every 2 years. At every review, the policy will be shared with the governing board.



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

