



Axbridge C of E Academy

Together We Inspire, Thrive & Excel

EYFS Policy

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At Axbridge Church of England Academy, all policies and practices are rooted in our Christian vision and ethos. Our work as a school community is guided by the words of Jesus:

"I have come so that you may have life, life in all its fullness."

John 10:10

This vision underpins our commitment to enabling every child and adult to flourish academically, socially, emotionally, spiritually, and morally, within a safe, inclusive, and aspirational learning environment.

Our Christian values of **Community, Love, and Courage** shape the way we live and work together each day. They inform our relationships, our expectations, and our approach to teaching, learning, behaviour, and care. Through Community, we foster a sense of belonging, partnership, and mutual respect. Through Love, we promote kindness, compassion, dignity, and forgiveness. Through Courage, we encourage resilience, honesty, ambition, and the confidence to do what is right, even when it is challenging.

Our school motto, **"Together We Inspire, Thrive and Excel,"** reflects our belief that children achieve their very best when they feel valued, supported, and inspired within a strong and caring community. Working together with pupils, families, staff, partners and the wider community, we strive to provide opportunities that enable all learners to thrive and excel.

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Part of the
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Aims

This policy aims to ensure:

- That children access a broad, balanced and ambitious curriculum that gives them the knowledge, skills and vocabulary 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.

Legislation

This policy is based on the statutory framework for the Early Years Foundation Stage (EYFS) (DfE, September 2026)

Structure of the EYFS

At Axbridge C of E Academy, our Early Years provision includes Busy Bees Nursery for 2, 3 and 4 year olds and a Reception class, with space for 30 children.

Busy Bees is a 52-place setting, 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 preschool children with a large garden. Busy Bees operates term time only, from 8:00am to 5:30pm.

Our Reception class is a spacious and well-resourced classroom, with an easily accessible continuous provision area, alongside a large outdoor garden and an enclosed Forest School area.



Curriculum

Our Early Years curriculum follows the EYFS statutory framework (DfE, September 2026) and is shaped by our Christian vision and values of Community, Courage and Love. Guided by our belief that every child is uniquely created and capable of flourishing, our curriculum is designed to enable children to experience joy in learning and develop a lifelong love of discovery.

It is carefully sequenced to ensure children develop the foundational knowledge, skills and vocabulary required for success in Key Stage 1, while remaining responsive to children's interests, curiosity and developmental needs.

Learning is rooted in play, exploration and purposeful interaction. We place a strong emphasis on developing children's spoken language and communication, recognising this as a critical foundation for future learning, reading and writing, and for building positive relationships.

The EYFS framework consists of seven areas of learning, which are equally important and interconnected.

The Prime Areas are:

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

The Specific Areas are:

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

4.1 Planning

Our Early Years Foundation Stage provides a happy, safe, caring and stimulating environment in which children build on what they already know and can do.

Planning is flexible and responsive, informed by high-quality observations that identify children's interests, strengths and next steps. Key persons focus particularly on the Prime Areas for younger children, ensuring secure foundations for learning.



We foster curiosity, independence and a sense of wonder, and provide timely support for children who may face barriers to learning. Where a child has a special educational need or disability, we work closely with parents and external professionals to provide appropriate support.

4.2 Teaching

Teaching is delivered through a carefully planned balance of adult-led and child-initiated activities, with purposeful play at its core. Through our inquiry-based curriculum, children are encouraged to ask questions, explore ideas, investigate their world and make connections across areas of learning. This approach supports curiosity, deep thinking and sustained engagement, enabling children to become confident, motivated learners.

Staff establish warm, secure and trusting relationships with children, recognising the importance of emotional security in enabling learning. High-quality interactions are central to our practice, with adults modelling language, extending vocabulary, posing thoughtful questions and providing timely support and challenge that moves learning forward.

Learning experiences are thoughtfully designed to build progressively on children's prior knowledge and experiences, while remaining responsive to emerging interests. Adults observe carefully, intervene skilfully and know when to step back, allowing children the space to explore independently and develop resilience and confidence.

Outdoor learning mirrors and enhances indoor provision and is an integral part of our inquiry-based approach. It provides rich opportunities for exploration, collaboration, physical development and managed risk-taking, supporting children to develop courage, independence and a growing understanding of themselves and the world around them.

Assessment

Ongoing assessment is integral to learning and development in the EYFS. Staff observe children to identify achievement, interests and learning styles, using this information to inform future planning.

When a child is aged between 2 and 3, a statutory Progress Check at Age Two is completed and shared with parents, focusing on development within the Prime Areas.



Within the first six weeks of starting Reception, children complete the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS Profile in line with the statutory Early Learning Goals (2026). Children are assessed as either:

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

Judgements are based on secure, consistent and independent attainment and are informed by ongoing observations and discussions with parents. EYFS Profile data is moderated internally and with local schools and submitted to the local authority.

Working with parents

We recognise parents and carers as children's first and most enduring educators and value strong partnerships built on trust, mutual respect and shared responsibility. In living out our value of Community, we work closely with families to support children's learning, wellbeing and development.

We support this partnership through:

- Pre-entry discussions and 'All About Me' information
- Welcome visits, taster sessions and home visits where appropriate
- Transition visits and induction meetings
- Stay and Play sessions and curriculum information events
- Regular communication via online learning journals and reading records
- Formal parent consultations and informal daily dialogue
- Opportunities to engage in school life through events, workshops, worship and the Parent Teacher Association

Information is shared securely and appropriately in line with data protection legislation.

Safeguarding and welfare procedures

Children's safety, wellbeing and dignity are central to all aspects of our EYFS provision and reflect our Christian commitment to love and care for one another. We create an environment where children feel safe, secure, valued and confident to explore, take appropriate risks and develop independence.



Safeguarding arrangements follow statutory guidance and are detailed within the school's Safeguarding and Child Protection Policy.

All staff working in the EYFS meet suitability requirements, including enhanced DBS checks, disqualification declarations where applicable, and regular safeguarding training.

At least one member of staff with a current paediatric first aid certificate is on site and available at all times when children are present, including during outings.

We promote good oral and general health, including healthy eating, personal hygiene and supervised tooth brushing where appropriate, delivered in line with NHS and local authority guidance.

Children are supported to understand risk, safety boundaries and how to keep themselves safe, including online safety in Reception, enabling them to develop courage, resilience and responsibility.

Monitoring arrangements

This policy is reviewed annually by the Early Years Lead and Nursery Manager and approved by the Local Partnership 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 Emergency Evacuation 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

