



Saint George's
Church of England School

Early Years Foundation Stage (EYFS) Policy December 2025

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“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 2024)

Aims

This policy aims to ensure:

- We provide a structured, secure, caring and well-resourced learning environment both inside and outside which meets all the individual developmental needs of our pupils and underpins all future learning.
- That children access a broad and balance curriculum that gives them a secure foundation for learning, development and progress.
- Our pupils become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- Pupil’s early learning and development takes place within a caring and nurturing environment, in line with the school ethos and values and to ensure the ethos and values are upheld and promoted.
- We develop independence and individuality, whilst fostering respect and thought towards others.
- We develop close working partnerships between parents and carers.

Legislation

This policy is based on the requirements set out in

[EYFS statutory framework for group and school-based providers](#) which applies from September 2025.



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Structure of the Early Years Foundation Stage (EYFS)

The EYFS at Saint George's Primary Phase applies to children from birth to the end of the reception year. At Saint George's Primary Phase, all children join us at the beginning of the school year in which they turn five. We have two Reception classes within our school, with a maximum of thirty children in each class.

Curriculum

Our school setting follows the curriculum as outlined in the latest version of the EYFS framework that applies from 1st September 2025.

The EYFS framework includes seven areas of learning and development that are equally important and interconnected. However, three areas are known as the Prime areas and are seen as particularly important for igniting curiosity and an enthusiasm for learning. They also focus on 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 three Prime areas are strengthened and applied through four other areas known as the Specific areas. These are:

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



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Planning

The EYFS over-arching principles are grouped into four distinct but complimentary themes:

- A Unique Child - Every child is a **unique child**, who is constantly learning and who is resilient, capable, confident and self-assured.
- Positive Relationships - Children learn to be strong and independent through forming **positive relationships**.
- Enabling Environments - Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Learning and development - Importance of **learning and development**. Children develop and learn at different rates.

Our staff are ambitious for all children and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff focus strongly on the prime areas of learning, particularly with our youngest children.

Staff also take into account children's needs, interests and the development of each child in their care and consider whether the child needs any additional support. They use this information to plan challenging and enjoyable experiences.

Where a child may have a special education need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing and take these into account.



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The Characteristics of Effective Learning

The three characteristics of effective learning that are taken into consideration when planning and guiding children's activities are playing and exploring, active learning and creating and thinking critically.

Teaching

Each area of learning and development is implemented through planned, purposeful play and through a balance of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

At Saint George's Primary Phase we make full use of our outdoor environment during our daily child-initiated sessions and also have a half a day's Forest School session each week. Our Forest School sessions are all led by a teacher who has completed the appropriate Forest School training.

As the children grow older and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help children prepare for year one.

Assessment

Ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their progress, development, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and carers and keep them up to date with their child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers and any relevant professionals.

Within the first six weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA). Staff will also carry out their own formative assessment to identify



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each child's development in the prime areas of the EYFS, both to help them as they settle and to give an indication of their starting points.

During a child's year in Reception, staff will explore what each child can do and consider their next steps. At checkpoints throughout the year, staff will identify those children that are 'on track' to achieve their Early Learning Goals at the end of Reception and those children who are 'not on track'. Planning and teaching is then put in place to support those children to move their learning forward.

At the end of the EYFS staff complete an EYFS profile on each child. Pupils are assessed against the seventeen early learning goals, indicating whether they are:

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

We share the profile with the child's Year One teacher. This helps to inform a discussion between Reception and Year One teachers about the child's stage of development and learning needs and when planning activities in Year One.

The profile reflects ongoing observations and discussions with parents and carers. The results of the profile are shared with parents and carers of each child.

The profile is moderated internally and in partnership with other Trust schools to ensure consistent assessment judgements are made. EYFS is submitted to the local authority.

Working with parents and carers

We strongly believe that parents and carers are the children's primary educators. Our philosophy is rooted in two-way communication and full partnerships, from the family's first



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introduction to our school and beyond. We recognise the role that parents and carers have played and their future role in educating their children. We support this through:

- Talking to parents and carers about their child before they join our school.
- Visiting pre-schools to discuss individual children and their needs.
- Inviting children due to start EYFS in to school for an activity session and story time.
- Home visits carried out by EYFS staff before the children begin school.
- Inviting all parents and carers to an induction meeting in the summer term before their child starts school.
- Further activities, information leaflets, suggested story books etc plus other information available through the website.
- Offering parents and carers the opportunity to follow their child's progress through our on-line journal Tapestry. Parents and carers are encouraged to add their own observations to this journal.
- Encouraging parents and carers to talk to their child's class teacher if they have any concerns. There are formal parents' meetings in terms 1, 3 and 4 to discuss progress with the class teacher. Parents and carers also receive a report on their child's attainment at the end of the academic year. There is also a weekly 'open door' session where parents can look around the classroom with their child.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents and carers, for example; reading cafes, sports day and sharing afternoons.
- Providing opportunities for parents and carers to share children's achievements at home through adding photographs and annotations to Tapestry.
- We ask parent/carers to provide more than two emergency contact numbers for their child (where possible).
- We keep parents/carers up to date with their child's progress and development. The EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.



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Staff

Staff Training

We will:

- Train all staff in safeguarding procedures in line with the EYFS framework and Keeping Children Safe in Education (KCSIE)
- Support all staff to feel supported and confident in implementing our safeguarding procedures.
- Ensure yearly safeguarding training takes places for all staff members.

Our Designated Safeguarding Lead (DSL) will:

- Provide ongoing support and training for staff
- Liaise as needed with local statutory children's services agencies and local safeguarding partners

Safer Recruitment

When recruiting staff we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining two references for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting procedures and references

Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice and know that such concerns will be taken seriously by the Headteacher.



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In the event that a member of staff feels they need to blow the whistle on misconduct, they should report their concern to the Headteacher. If their concern is about the Headteacher, they should report their concern to the Chair of Governors.

See our Whistleblowing policy for details of our safer recruitment procedures and whistleblowing.

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 can enjoy learning and grow in confidence.

The rest of the safeguarding and welfare procedures are outlines in our school Safeguarding Policy.

Staffing Ratios

We comply with infant class size legislation and have at least one teacher per 30 pupils

Paediatric First Aid (PFA)

We have at least five staff members who have a current paediatric first aid certificate. These staff members are present at all times, including on outings. The PFA certificate is renewed every three years as required.

The Designated Safeguarding Lead (DSL)

We have three DSLs on site at the primary phase who have responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies and with local safeguarding partners.



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- Providing support, advice and guidance to all other staff on an ongoing basis and on any specific safeguarding issues as they arise.
- Attending safeguarding training as required

Absence

We're required to promptly follow up on absences:

If a child is absent for a prolonged period of time or if their parents/carers have not told us about the absence, we will contact parent/carers and/or emergency contacts.

See our Attendance policy for further information on the expectations of attendance in school.

Oral health and tooth brushing

We promote good oral health, as well as good health in general in the early years by talking to the children about:

- The effects of eating too many sweets.
- The importance of brushing your teeth effectively.
- Healthy food and drink – we have a snack of fruit, water or milk in school.
- Other factors that impact on being healthy such as keeping active, good hygiene and good sleep routines.

Safer Eating

Whilst children are eating, there will always be at least one member of staff in the room who holds a valid paediatric first aid certificate. All children will be within sight and hearing of a



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member of staff whilst eating and seated safely in an appropriate chair or bench, if in the dinner hall.

Before a child joins the primary phase, we will get information on children's:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time, there will be a member of staff responsible for checking the food meets the requirements for each child.

We will make all staff aware of any symptoms and treatments for allergies and anaphylaxis.

We will consult with parents/carers to:

- Create health care plans for allergies, with the help of health professionals where appropriate. We will keep this information up to date and share with staff

Accident or injury

- We keep a first aid box always accessible.
- We keep a written record of accident or injuries and any first aid treatment.
- We inform parents or carers the same day as the accident or injury through a medical record form and a phone call to parents/carers if the injury is a bad bump to the head. The record form includes information about the accident or injury sustained by the child, plus first aid treatment given.



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We will notify the relevant authority of any serious accident, illness or injury.

Safety of Premises

We ensure that our premises, including floor and outdoor spaces are fit for purpose and suitable for the age of children we are caring for and the activities we are providing them.

We comply with the requirements of health and safety legislation, including fire safety and hygiene requirements.

Toileting and Privacy

We make sure there are:

- Enough toilets and hand basins available for all children
- Suitable and hygienic nappy changing facilities (where required)
- An adequate supply of spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we balance children's privacy with their safeguarding and support needs.

Managing Children's Behaviour

Staff promote positive learning behaviours, modelling and making expectations clear and consistent. For further details please see our school Behaviour Policy.

Monitoring and Review

It is the responsibility of the EYFS teachers to follow the principles in this policy. The policy is monitored by the governing body and will be reviewed every two years. The Head of School



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and EYFS Lead will carry out monitoring of the EYFS, along with subject leaders, as part of the monitoring schedule.



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