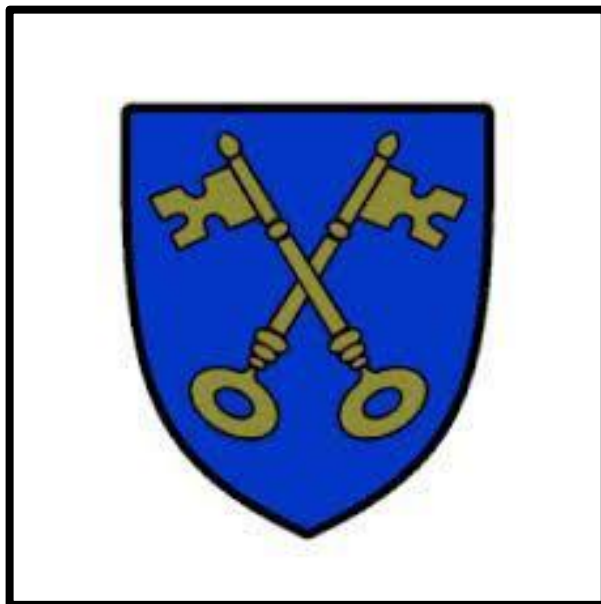


Early Years Foundation Stage Policy

Burnley St Peter's CofE Primary School



Approved by:	Phillipa Franklin	Date:	May 2026
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1. Aims

At Burnley St Peter's CofE Primary School, the Early Years Foundation Stage (EYFS) is underpinned by the belief that every child deserves the care, support and high-quality early learning needed to have the best start in life. Our EYFS curriculum is intentionally ambitious and carefully designed so that children develop the knowledge, skills and behaviours that enable them to flourish socially, emotionally and academically. We aim for every child to experience success from their starting point, with no ceiling placed on what they can achieve and no child left behind.

We work to ensure that teaching and learning are consistent and purposeful, so that children make accelerated progress and are well prepared for the next stage of their education. We place great importance on developing children's language and communication, self-regulation, independence and positive learning behaviours, alongside building strong early foundations in reading, writing and mathematics. We recognise that children thrive when home and school work in partnership, so we prioritise close, respectful and responsive relationships with parents and carers. Our practice is inclusive and rooted in ensuring equity for all, so that every child—whatever their background, need or starting point—feels valued, supported and able to succeed.

2. Legislation

This policy is informed by the requirements of the most up to date statutory framework for the EYFS, alongside the non-statutory guidance of Development Matters. It is also shaped by Keeping Children Safe in Education and the Prevent duty guidance, which together set clear expectations for safeguarding, welfare, safety and professional conduct. These documents underpin our commitment to providing a safe, healthy and nurturing environment where children are protected and can learn with confidence.

3. Structure of the EYFS

In our school, the term 'EYFS' refers to children in the Reception class, aged 4 to 5 years. The Reception class is organised to provide a purposeful balance of whole-class teaching, targeted small-group work and high-quality provision that enables children to practise, apply and deepen their learning through play and exploration. Children have access to a well-resourced indoor learning environment and a dedicated outdoor area, and they also benefit from a separate space that supports focused small-group learning and practical experiences.

Children are supported through a consistent daily routine that includes systematic phonics teaching, daily mathematics input, topic learning, worship and story time. Key person group time is used to nurture relationships, develop communication and language, and support children's personal, social and emotional development. Weekly sessions such as Religious Education, music and physical education further enrich the curriculum, ensuring that children encounter a broad range of experiences and learning opportunities. Every child is assigned a key person to support their wellbeing, build a secure attachment and strengthen relationships with families, enabling children to settle quickly and feel safe.

We are committed to early identification and timely support for children with additional needs. Children with Special Education Needs and Disabilities (SEND) and English as an Additional Language (EAL) are supported through inclusive classroom practice, targeted provision and specialist input where appropriate, including Speech and Language Therapy. This ensures that children's needs are met swiftly and effectively so they can participate fully and make strong progress.

4. Curriculum

Our EYFS curriculum follows the statutory framework and is rooted in the seven areas of learning and development. We understand that all areas are important and interconnected, and we ensure that the prime areas—communication and language, personal, social and emotional development, and physical development—are prioritised so that children build the essential foundations for future learning. Alongside this, we provide rich opportunities across the specific areas of literacy, mathematics, understanding the world and expressive arts and design, so that children develop curiosity, creativity and a deepening understanding of themselves and the world around them.

Our curriculum is planned to be coherent and progressive, so that children revisit and build on key knowledge and skills over time. Teaching and provision are designed to develop children's vocabulary and spoken language, support early reading and writing, and secure a strong grounding in number. We also ensure that children experience a breadth of learning that strengthens their cultural capital through visits, visitors and first-hand experiences, so that learning is meaningful, memorable and connected to the wider world.

4.1 Planning

Planning in the EYFS is structured through a carefully considered progression of skills and knowledge using the Lancashire Key Learning in the Early Years document and schemes of work. This approach ensures coverage of the statutory framework while also being responsive to the needs, interests and starting points of each cohort. We use a range of high-quality programmes, including Read Write Inc. for phonics, NCETM Mastering Number for mathematics and the Blackburn Diocese syllabus for Religious Education, alongside additional schemes that support subjects such as music, science, geography and history. Planning includes purposeful adult-led learning, carefully chosen enhancements within provision and opportunities for children to apply skills independently.

Enrichment is planned deliberately so that children access experiences they may not otherwise encounter. We use educational visits, visitors and practical first-hand learning to deepen understanding, stimulate curiosity and create meaningful contexts for language development. Staff consider barriers to learning and plan adaptations and targeted support so that all children can access learning equitably and make strong progress.

4.2 Teaching

Teaching in the EYFS is grounded in the Characteristics of Effective Teaching and Learning. Adults skilfully balance direct teaching with high-quality interactions within provision, so that children learn through playing and exploring, active learning and creating and thinking critically. Staff model language, thinking and social skills, and they use responsive, sensitive questioning and feedback to extend children's learning in the moment.

As children's development allows, teaching increasingly focuses on securing essential knowledge and skills—particularly in early reading, writing, mathematics and self-regulation—so that children are well prepared for the expectations of Key Stage 1.

5. Assessment

Assessment is an integral part of our EYFS practice as it helps us understand what children know, can do and need next. We use assessment to keep our curriculum ambitious for all and to ensure that teaching and provision respond precisely to children's strengths, interests and barriers. Baseline assessment information is gathered at the beginning of Reception, through observation of children within the carefully considered and developmentally appropriate

provision, through completing the statutory Reception Baseline Assessment and screening all children through Speech and Language Therapy baseline assessments (WellComm), so that we have a clear starting point for each child's learning and communication development.

Formative assessment is ongoing and arises from professional observation, interaction and thoughtful reflection. Staff use what they notice about children's learning, language, play and behaviours to shape next steps and inform planning. Summative assessment is reviewed termly to identify progress, patterns and any emerging gaps in learning, enabling leaders and staff to put timely support in place.

In the final term of Reception, practitioners complete the statutory EYFS Profile and assess children against the early learning goals, noting whether each child is meeting the expected level, including reaching the Good Level of Development (GLD), or is emerging. Outcomes are shared with parents and carers and inform meaningful transition discussions with Year 1 staff to ensure continuity and appropriate next steps. Moderation of the EYFS Profile data is completed within a local cluster of EYFS settings and within local authority moderation sessions.

6. Working with Parents and Carers

We know that children make the best progress when parents and carers are active partners in their learning. We therefore place great value on building trusting, respectful relationships with families and maintaining open communication throughout the year. We provide opportunities for parents and carers to engage with school through transition activities such as 'Stay and Play' sessions and home visits, which help children settle confidently and enable staff to understand children's interests, needs and routines.

Parents and carers are kept informed about their child's learning and development through regular updates, consultations and end-of-year reporting. Information about curriculum learning is shared through the school website, and workshops and curriculum briefings help families to support learning at home. The key person system provides a consistent point of contact for families, ensuring communication is personalised, responsive and supportive.

7. Staff

The EYFS team is led by the experienced EYFS Leader and class teacher and supported by highly skilled staff who understand EYFS pedagogy and children's development. We recognise that

excellent provision depends on a well-trained and reflective workforce, so we invest in regular high-quality professional development. Staff receive regular safeguarding training and updates, attend local authority and county briefings where appropriate and engage in supervision and performance management to support continuous improvement.

Weekly training and professional development delivered by the EYFS Leader focuses on strengthening subject knowledge, developing a greater understanding of child development, effective early years teaching, attachment and the key person role, and robust assessment and planning. This ensures that adults consistently provide high-quality interactions and teaching that enable children to thrive.

We are committed to inclusive practice and work closely with specialist staff and external agencies when needed. Children with SEND and EAL are supported through high-quality universal provision, targeted strategies and specialist interventions, including Speech and Language Therapy. For those who require individualised support, Targeted Learning Plans (TLPs) are established and regularly reviewed to ensure needs are met and targets met and adapted.

8. Safeguarding and Welfare Procedures

Safeguarding is a priority across our EYFS provision, and we are committed to creating a culture where children's welfare is paramount and safeguarding is everyone's responsibility. We ensure that children learn best because they are healthy, safe and secure, their individual needs are met and they have positive relationships with trusted adults. All staff are trained in safeguarding and child protection procedures, understand how to recognise and respond to concerns, and follow clear reporting systems.

We maintain robust procedures including the oversight of the Designated Safeguarding Lead, thorough induction for staff, volunteers and visitors, and regular risk assessment and review. We ensure that the learning environment—indoors and outdoors—is safe, well maintained and suitable for the age of the children, and we take appropriate steps to prevent the spread of infection. Paediatric first aid arrangements are in place to ensure prompt and effective response to accidents or illness.

Children are explicitly taught how to keep themselves safe and are supported to develop age-appropriate understanding of risk. We also promote children's confidence to speak to adults if they are worried, ensuring they know they will be listened to and helped.

9. Nutrition, Healthy Eating and Wellbeing

At Burnley St Peter's CofE Primary School, we recognise that promoting children's health and wellbeing is a fundamental part of the EYFS. In line with the EYFS statutory framework, we ensure that children experience a setting where they are healthy, safe and secure, so that they are able to learn and develop effectively. We therefore ensure that where meals, snacks and drinks are provided, they are healthy, balanced and nutritious and support children's growth and development.

We have regard to the Department for Education's EYFS Nutrition Guidance, which providers are required to take into account from September 2025. This ensures that our provision reflects best practice in supporting children to develop healthy eating habits from an early age and promotes lifelong positive attitudes towards food.

9.1 Link to Physical Development

Good nutrition is central to children's physical development. We recognise that providing a balanced diet supports children's growth, energy levels and overall health, enabling them to engage fully in physical activity and learning. Through our provision, children are supported to develop strength, coordination and healthy lifestyles.

We ensure that food is prepared safely and appropriately for children's age and stage of development, reducing risks such as choking and supporting safe eating. Staff understand and follow guidance for safe food preparation and hygiene, and children are supervised appropriately during mealtimes, with a paediatric first aider available in line with EYFS requirements.

We also promote healthy choices through routine and provision, ensuring children develop an awareness of the importance of exercise, healthy eating and personal care. Through this, children begin to understand how to make choices that support their own health and physical wellbeing.

9.2 Link to Personal, Social and Emotional Development (PSED)

We recognise that mealtimes are an important part of children's personal, social and emotional development (PSED). Mealtimes are calm, social and inclusive experiences where children are

encouraged to develop independence, confidence and self-care skills. Children are supported to serve themselves, make simple choices and develop positive attitudes towards food.

Staff model positive relationships with food and encourage children to try new foods in a supportive and non-pressured way. This helps to build children's confidence and resilience, as well as fostering a positive mindset towards new experiences.

Mealtimes are also used to develop children's social skills, including conversation, turn-taking and respect for others. Children learn to sit together, share experiences and develop good manners, supporting their emotional wellbeing and sense of belonging within the setting.

9.3 Inclusive and Individualised Approach

We ensure that all children's individual dietary needs are met. Information regarding allergies, intolerances, medical conditions, cultural preferences and religious requirements is gathered prior to entry and shared with all relevant staff. Food is carefully planned and monitored to ensure it is safe and suitable for each child.

10. Monitoring Arrangements

Monitoring focuses on the typical day-to-day experience of children, including the quality of teaching and interactions, the effectiveness of provision, children's progress and outcomes, and the strength of safeguarding and welfare arrangements. School advisor and learning consultant visits support continued development of the EYFS. Findings from monitoring inform ongoing improvement priorities and professional development.

Approval and Sign-Off

Headteacher Signature: _____ Date: _____

Chair of Governors Signature: _____ Date: _____

EYFS Leader Signature: _____ Date: _____

Appendix 1. Safeguarding and EYFS Statutory References

This is not an exhaustive list. For a full set of policies, refer to the school website.

Statutory Policy or Document	Where It Can Be Found
EYFS Statutory Framework (DfE, 2025)	https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
Development Matters (DfE, 2023)	https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf
Keeping Children Safe in Education (DfE, 2024)	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Prevent Duty Guidance	http://www.gov.uk/government/publications/prevent-duty-guidance
Safeguarding & Child Protection Policy	https://www.st-peters-burnley.lancs.sch.uk/important-safeguarding-policies/
First Aid Policy	School website policies section
Online Safety Policy	School website policies section
Mobile Phone / Photography Policy	Included within safeguarding policy
Whistleblowing / Allegations Policy	School website policies section
Code of Conduct Policy	School website policies section
Risk Assessments (EYFS)	https://www.st-peters-burnley.lancs.sch.uk/eyfs/
SEND Code of Practice	School SEND policy
Health and Safety Policy	School website policies section