



"I am able to do all things through Him who strengthens me" Phillippians
4:13

EYFS

Reviewed: July 2026

Agreed Governors meeting - July 2026

Next review date: July 2028

We cultivate a rich environment in all we do so that the school community, have the right to Learn, Enjoy, Grow, developing spiritually and having awe-inspiring learning experiences. Our children learn within a culture of acceptance, build resilience and flourish in unique ways, underpinned through the teachings of Jesus, through God and in his world.

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
- To provide a smooth transfer from pre-school to Year R for both pupils and their parents.
- To ensure the pupils' emotional well-being is a priority.
- To ensure good communication between staff, parents and pupils.
- To raise parents' awareness of school routines.
- To provide a smooth and positive transition between Year R and Key Stage One.

Legislation

This policy is based on requirements set out [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) for 2025.

Admission

The Reception teacher and teaching assistant will visit pre-schools to meet the pupils in their present settings where they are comfortable. The staff will introduce themselves to the pupils, spend some time playing with them and talking to the pre school staff to find out as much about the pupils before they enter school.

Where visiting the setting is not possible, the Reception teachers will endeavour to speak to the pre-school practitioners (or invite parents into school for a discussion) to find out information about the pupils who will be joining the school.

Nearly all Teynham's intake is from Teynham Pre-School (on site)

Teynham Parochial CEP School offers one intake in September. If a parent feels that their child is unable to start at this time, consultation with Headteacher will be made. We will support parents in making their choice, understanding the specific needs of the youngest pupils, by emphasising school readiness and the opportunities provided by pre school settings with their high staff ratio.

Induction

We offer a gradual induction the term before the child starts in Reception Class. Home visits take place, where the child can meet their teacher in their own home. Then there are three stay and play sessions. The first one is in the well-being garden, where the child and parent will become familiar with the school surroundings and meet new friends. The second one is in the classroom where the child and parent will play in the classroom and become familiar with the school. The last one is for the child only, to continue their transition and build confidence with their new friends.

In September the children will start school for half a day on their first day at Teynham Primary School. On day two they will stay for half a day and then stay for lunch. On the third day they will stay for a full day.

Once the school year has begun, pupils will be gradually introduced to the routines of the school. In the initial part of the year, parents will accompany the pupils to the classroom door at the start of the school day, ensuring that both parents and pupils feel secure and confident. Parents collect pupils from the gate at the end of the day, and therefore have regular daily contact with the teacher. Initially, pupils will have separate play times to the rest of the school, supervised by Reception teacher and teaching assistant. Acts of worship will be carried out in classrooms. During the course of the year, pupils are introduced to routines such as key stage or whole school acts of worship and playtimes when appropriate.

In term 2, once pupils have settled in to the routines and are getting familiar with different lessons, parents will be invited to attend curriculum workshops. These enable parents to have a greater understanding of what their children are learning and the educational reasons for this.

Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for 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 prime areas are strengthened and applied through 4 specific areas:

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

Planning

Our staff use Curriculum Maestro to plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

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 respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Assessment

At Teynham Primary School ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Within the first 6 weeks that a child **starts reception**, staff will administer 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')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. 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 upon request.

Working with parents and carers

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

Parents and/or carers are kept up to date with their child's progress and development, through parents' evenings and reports. Parents are able to talk to staff at the beginning and the end of the day when dropping off and picking up. Alternatively, they can make an appointment to talk to a member of staff. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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 are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

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

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's Child Protection and Safeguarding policy.

Transition from Year R to Key Stage One

We recognise that all pupils are individual, and reach different stages of development at different times. Entry into Key Stage One is, therefore, an important transition. We have put into place a number of strategies to ensure that the move from Year R to Key Stage One is a smooth and happy one for the pupils.

The following strategies are implemented:

- Story times with Year 1 teachers during the final term of Year R
- Provide opportunities for Reception children to visit Year 1 classrooms throughout Term 6.
- Spending a morning with the new class teacher.
- Circle time discussions with the Year R teacher about any concerns
 - Once pupils enter Year 1, teachers continue the transition work, by ensuring that the balance of teacher directed and child-initiated learning mirrors early years practice during the first two terms in Year 1.

The Foundation Stage Profile continues to be used in Year 1 where appropriate.