

# Coulsdon C of E Primary School



## Early Years Provision Policy

The ethos of this school is to enable every child to learn and develop in a Christian environment. We ask all parents of whatever faith applying for a place here to recognise and support this ethos and its importance to the school.

*Together, growing in mind, body and spirit*

*Approved September 2025  
Next Review September 2027  
or sooner if required*

The EYFS policy on the website is incorrect as it states the 2021 framework. Please can you share with me the document so that I can correct it.

## **Curriculum Intent**

Our curriculum is creative, innovative, and driven by children's 'wonderings'. We ensure a smooth transition from home or nursery by gathering comprehensive information to create an inviting environment. Continuous provision offers familiar and new experiences, fostering collaborative play and development across all areas.

Children are equipped with a vocabulary of learning linked to the Characteristics of Effective Learning. We avoid tokenistic opportunities, instead encouraging mastery through diverse experiences of similar concepts.

## **Child-led Provision**

We react to pupil interests and value the child's identity, ensuring they see themselves reflected in our curriculum. Children contribute ideas to their learning avenues. We use cooking, woodland walks, and visitors to enhance learning, recognizing the environment as the 'third teacher'.

## **Parental Support & Attendance**

Learning happens everywhere. We engage families through information sessions, learning journals, and Tapestry. In line with 2025 requirements, we maintain a robust Attendance Policy. Families must provide at least two emergency contacts, and we follow up on any unexplained absences promptly to ensure child safety.

## **Personal, Social, and Spiritual Development**

The curriculum is underpinned by Personal, Social and Emotional Development (PSED) and Communication and Language. We provide a high priority to Spiritual Development, helping children discover their unique identity and Christian values—love, courage, honesty, faith, and forgiveness—essential for life in multicultural Croydon.

### **1. Aims and Vision**

- Provide a broad, balanced curriculum for good progress.
- Ensure quality, consistency, and equality of opportunity.

- Foster close partnerships between staff, parents, and experts.
- **Safeguard** children through rigorous adherence to 2025 welfare standards.

## **2. Legislation**

This policy is based on the Statutory Framework for the EYFS (effective September 2025).

## **3. Structure of the EYFS**

We have one Reception class with strong links to the wider school and church community, including a 'buddy' system with older year groups.

## **4. Curriculum & Safeguarding Welfare**

We follow the 7 areas of learning (3 Prime, 4 Specific). Under the 2025 Framework, we have enhanced our welfare provision:

- **Safeguarding:** Our Designated Safeguarding Lead (DSL) oversees all protections. We maintain a clear Whistleblowing Policy for staff to raise concerns.
- **Safer Recruitment:** We obtain at least two references for all staff, students, and volunteers before they start.
- **Health & Eating:** We follow mandatory Safer Eating guidance, ensuring active supervision and choking prevention during meals. We "have regard" for Government nutritional food standards.
- **First Aid:** All relevant staff, including eligible trainees, hold Paediatric First Aid (PFA) certificates to maintain safe ratios.
- **Intimate Care:** We ensure children's privacy and dignity are protected during toileting and nappy changing.

### **4.1 Planning**

Staff plan activities and experiences that enable children to develop and learn effectively. In accordance with the 2025 Framework, staff focus strongly on the three prime areas while accounting for the individual needs, interests, and stages of development of each child. For children with special educational needs or disabilities (SEND), staff coordinate with the SENCO and relevant external agencies to ensure specialist support is integrated into their learning journey.

Planning reflects the Characteristics of Effective Learning and makes extensive use of the outdoors for first-hand experiences. While topics are planned to ensure a balanced curriculum, they remain flexible to follow child-initiated "wonderings." We utilize the Read Write Inc phonics programme and NCETM Mastering Number to ensure daily progression toward the Early Learning Goals (ELGs) and a successful transition to Year 1.

## **4.2 Teaching**

Learning is implemented through planned, purposeful play and a mix of adult-led and child-initiated activities. As children progress through the Reception year, the balance shifts towards more structured adult-led sessions to prepare them for the formal learning environment of Key Stage 1. All interactions are grounded in the 2025 requirement for warm, positive relationships that support emotional regulation and cognitive development.

## **5. Assessment**

Ongoing assessment is integral to our practice. Staff observe pupils to identify achievements and learning styles, using these insights to shape future provision.

- Reception Baseline Assessment (RBA): Administered within the first 6 weeks of entry.
- Tapestry Learning Journal: Used to capture evidence and facilitate an ongoing dialogue with parents.
- EYFS Profile: Completed at the end of the year, assessing children against the 17 ELGs as either 'Meeting' or 'Emerging'.  
Assessment judgements are moderated internally and with local school partners, referencing Development Matters to ensure consistency. Data is submitted to the local authority as required.

## **6. Working with Parents & Attendance**

We recognize that children thrive when there is a strong partnership between home and school. In line with EYFS 2025 standards, we maintain a robust Attendance Policy. Parents are required to provide at least two emergency contacts and must notify the school of any absence. The school will proactively follow up on any unexplained absences to ensure the child's safety. Parents are kept informed via Tapestry, parent evenings, termly "stay and play" sessions, and workshops in Phonics and Maths to support home learning.

## **7. Safeguarding and Welfare Procedures**

Our safeguarding practices are updated to meet the September 2025 statutory requirements:

- Safer Recruitment: We obtain at least two references for all staff, students, and volunteers before they begin work.
- Professional Development: All staff receive safeguarding training (renewed every two years) and regular updates. Eligible trainees and apprentices are required to hold Paediatric First Aid (PFA) certificates to be included in ratios.
- Health and Safer Eating: We promote general health and oral health (including the impact of sugar and the importance of brushing). During mealtimes, we ensure active supervision and adhere to safer eating practices to prevent choking. We have regard for the government's Healthy Eating guidance.
- Privacy and Dignity: Intimate care is carried out with a focus on the child's privacy and dignity, balanced with our rigorous safeguarding protocols.
- Whistleblowing: Staff are empowered to raise concerns regarding safeguarding through our formal written Whistleblowing Procedure.

## **8. Monitoring Arrangements**

This policy will be reviewed and approved by the EYFS Lead and the Governing Body every two years (or sooner if statutory legislation changes).