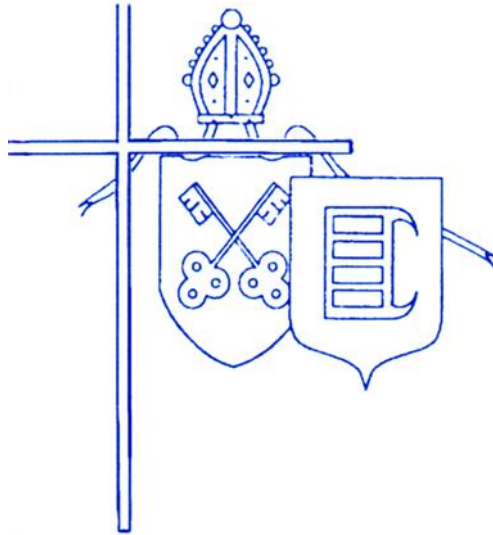




Barnwood Church of England Primary School

EYFS Policy



Status (Statutory / Advisory)	Advisory	Review Cycle	3 Years	Staff Lead(s)	Lisa West
Last Review	Spring 2026			Next Review	Spring 2029
Chair of Governors	Fiona Rawlinson				
Headteacher	Julia Matson				

School Vision

For Barnwood to be a school where we **'Love our neighbour'** and work together to **'be the best that we can be'** for the good of all.

Working with all members of our school community we want to provide our children with the best possible learning experiences so that they grow into ambitious and responsible citizens.

Our Christian vision and its linked values are at the heart of our school and rooted in the teachings of Jesus, 'Love your neighbour as yourself.' (Matthew 22, verse 39)

EYFS Statement of Intent

At Barnwood C of E Primary School, we will promote consistency, high standards and achievement in our Early Years Foundation Stage (EYFS). We believe that a quality ambitious early years curriculum should develop each child as a unique individual which will lay secure foundations for future learning, development and success in later life.

Through a carefully planned environment, continuous provision and enhancements, based on observations and assessment (including both children's interests and their learning needs) pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Teaching learning is based on the understanding that children develop at different rates. With oracy at the heart of our curriculum, we will inspire children to be confident in the art of speaking and listening so they are able to communicate effectively with their peers and the adults around them to further their learning.

Our EYFS curriculum which fosters a positive attitude to lifelong learning is driven by our core vision of ***'loving our neighbour and working together to be the best we can be, for the good of all'***.

Reading will provide the 'golden thread' that pulls together our curriculum enabling children to learn about the world in which we live and provide opportunities that motivate children to develop a thirst for learning.

We will develop social skills that build self-esteem and enable children to become confident, independent learners who show resilience and perseverance when taking on new challenges and manage risks as part of our class, school and community.

As a church school, our Christian vision and values provide a strong foundation upon which to build. We work closely with our parish church, St Lawrence, which holds a special place within our school and community.

Starting close to home, children learn to develop and respect tolerance of other cultures and an understanding of British Values within the wider global community within Gloucestershire and beyond.

Context & Environment

Our Early Years provision comprises a reception class of up to thirty children, led by a qualified teacher with Early Years Teacher Status (EYTS) and supported by at least one Learning Partner.

Children join Barnwood School from a wide range of local settings, including playgroups, nurseries, childminders, or with no prior pre-school experience, and therefore arrive with diverse experiences and starting points including some who have limited or no English language.

To support a successful transition into school, the prime areas of learning—Personal, Social and Emotional Development, Physical Development, and Communication and Language—are prioritised during the initial stages of the Autumn Term.

We provide a safe, inclusive, and stimulating environment that is responsive to the needs of all children. The open-plan classroom offers free-flow access to a well-resourced outdoor courtyard, supporting learning both indoors and outdoors.

The learning environment is carefully designed to minimise cognitive load while maximising opportunities for imagination, exploration, and critical thinking through the use of loose parts, well-planned continuous provision, purposeful provocations and enhancements, and a calm, neutral display approach.

Resources are thoughtfully selected and organised to meet children's developmental needs, supporting both consolidation of prior learning and the introduction of new concepts.

Provision is adapted in response to children's interests, with opportunities to discover, experiment, and explore embedded throughout. Continuous provision spans all areas of learning and enables children to demonstrate the Characteristics of Effective Learning: Playing and Exploring, Active Learning, and Creating and Thinking Critically.

Curriculum

Working within school policies and procedures and in line with the Statutory Framework for the Early Years Foundation Stage (EYFS) 2025, our ambitious curriculum is rooted in strong pedagogy and bespoke to Barnwood.

The whole-school curriculum begins on entry to EYFS and follows a spiral approach to learning through to Year 6. Informed by *Development Matters*, the EYFS curriculum is carefully sequenced to support progression towards the Early Learning Goals by the end of Reception and is enriched through a wide range of first-hand experiences and high-quality texts.

The daily timetable balances adult-led and child-initiated learning, with sustained periods of uninterrupted continuous provision that enable deep levels of involvement.

During these times, children are supported to engage, investigate, collaborate, and communicate, while developing independence, confidence, and increasing ownership of their learning.

Prime Areas			
Personal, Social and Emotional Development (PSED) - Self-Regulation - Managing Self - Building Relationships	Communication and Language (CL) - Listening, Attention and Understanding - Speaking	Physical Development (PD) - Fine Motor - Gross Motor	
Specific Areas			
Literacy (L) - Comprehension - Word Reading - Writing	Mathematical Development (M) - Number - Number Patterns	Understanding the World (UW) - Past and Present - People, Culture and Communities - The Natural World	Expressive Arts & Design (EAD) - Creating with Materials - Being Imaginative and Expressive

Alongside this we follow the four principles outlined in the non-statutory guidance 'Development Matters' and also take into account the 'Birth to 5 Matters' documentation.

- **A Unique Child** – developing resilient, capable, confident and self-assured individuals.
- **Positive Relationships** – Supporting the children to become strong and independent
- **Enabling Environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

Implementation

The EYFS curriculum combines carefully planned themes across the year with flexibility to respond to children's interests, ensuring high levels of engagement and motivation. Practitioners take time to get to know each child's interests, strengths and needs to support meaningful learning through high quality interactions.

At Barnwood, learning is underpinned by a balanced approach of adult-led, adult-initiated and child-initiated activities.

Mornings include focused whole-class teaching for phonics, handwriting and mathematics, alongside targeted individual or small-group support where appropriate to address gaps in learning. As the year progresses, the balance gradually shifts towards more adult-led learning to support transition into Key Stage 1.

Oracy is a key priority from day one, with children immersed in a language-rich environment that promotes high-quality speaking and listening. Storytelling, the use of VIPERS (see Literacy Policy), and explicit teaching of tiered vocabulary support children to develop language, comprehension and an understanding of how words create meaning.

Forest School sessions take place weekly and form an integral part of our provision. This ethos encourages children to explore and care for the natural environment, take supported risks and develop resilience, confidence, independence and creativity. These principles are embedded throughout daily practice both indoors and outdoors.

Assessment, Monitoring and Reporting

On entry to the school, staff use pre-school transition information and liaison with parents to establish an initial baseline for the cohort.

Assessment in the EYFS is ongoing and integral to teaching and learning. Practitioners make regular observations and assessments of each child's achievements, interests and learning styles; professional judgement is highly valued and written evidence is not always required.

Children complete the statutory Reception Baseline Assessment in line with DFE expectations within the first six weeks of starting school. Alongside this staff conduct their own assessments and use this as a developing picture of what the child can do at the point of joining our school.

The curriculum identifies key checkpoints across the year to support judgements about whether children are 'on track' or 'not on track'. Where children are not on track, targeted support and interventions are implemented to help close gaps in learning.

Assessment accuracy is ensured through regular in-school moderation, alongside cluster moderation meetings and professional development opportunities with local schools, in line with county guidance.

Parents are informed about their child's progress through parents' evenings, the annual school report, and opportunities to view learning during drop-in sessions.

Practitioners continually reflect on, and review, their practice to improve outcomes for children.

Teaching and learning in Reception is also monitored by the headteacher, senior leadership team and local authority, with feedback used to inform ongoing development.

Parental Involvement and Community Links

Parents are a child's first and most influential educators, working alongside teachers to support development and future outcomes. When parents and school work in partnership, the impact on a child's learning is significantly enhanced.

We recognise that entrusting part of a child's care and education to our staff is an important step. We therefore create a welcoming and supportive environment where open communication is encouraged and families feel valued. Daily interactions help us to build strong relationships and gain a deeper understanding of each child and their family.

At Barnwood C of E Primary, parents are actively involved at every stage of their child's educational journey. This begins with a pre-starting school meeting, transition sessions, and home visits prior to the start of the Autumn term.

We use class floor books to record, track, and celebrate each child's progress. These working documents are shared regularly with children and parents during drop-in sessions. Families are also invited to attend workshops within school, as well as a range of whole-school events throughout the year.

Within the EYFS, we actively foster strong links with the wider community to enrich children's learning and development. We work in partnership with various local church teams, visiting sporting coaches, and the local arboretum team to provide meaningful, real-life experiences that support children's understanding of the world. These links help children develop a sense of belonging, promote physical wellbeing, and encourage curiosity, respect, and appreciation for their local environment and community.

Impact

By the end of reception our 'Early Years' class hopes to nurture happy and confident children who enjoy coming to school.

Strong parent partnerships will be forged during the EYFS year and families will be able to help and support their children as they move through our school becoming a valued part of the school community.

We recognise that every child can become a competent learner who can be resilient, capable, confident and self-assured.

Pupils will consistently produce good quality work they are proud of shown in displays, floor books, learning journals or literacy and numeracy work books.

Children will be confident to share and explain their experiences, knowledge and understanding of what they learn in school with others using high level vocabulary, speaking clearly and audibly.

Children will make good or accelerated progress from their varied starting points during EYFS at Barnwood. We strive to ensure the maximum number of children achieve their Early Learning Goals and our data is in line with at least local and national standards.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

***'The education of even a very small child does not aim
at preparing him for school but for life'
Maria Montessori, 1967***

The role of the Adults:

At Barnwood all adults respect children and their choices, creating a safe environment for them to try out new skills. Adults spend quality time supporting children in accessing equipment and learning routines whilst being confident to recognise the importance of each area of provision and ensure these areas offer children maximum learning opportunities as well as valuing self-chosen play.

Adults place a high emphasis on oracy throughout the day modelling good levels of vocabulary and sentence construction. They observe, listen and respond appropriately, asking questions and making suggestions to extend children's learning or offer children additional resource to enable them to develop their ideas further.

Safeguarding and Welfare:

Safeguarding and welfare is paramount at Barnwood. This is also clearly outlined to the children in one of our three school rules 'Be Safe'.

We recognise our duty and understand that we are legally required to comply with the welfare requirements outline in the Statutory Framework for EYFS 2025.

We will educate children on boundaries, rules and limits and to help them to understand why these exist. We provide children with choices to develop this life skill.

Children will be allowed to take risks, but will be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children (Linked to whole school Safeguarding Policy and Procedures).

The EYFS Lead is a Deputy Designated Safeguarding Lead and all staff follow school safeguarding policies and procedures as well as being appropriately checked in line with safer recruitment.

EYFS adheres to the schools 'Healthy and Safety policy' and risk assessments are completed, regularly updated and kept on site.

Established child created rules and routines, alongside school rules and high expectations of behaviour from all staff, consistently ensure a secure and safe working environment.

High quality personal, social and emotional development teaching ensures everyone is valued, respected and cared for. The Christian ethos and values of our school ensure a safe supportive environment to facilitate learning.

All EYFS staff hold paediatric first aid qualifications, renewing their training every three years as required. The EYFS Lead also holds 'Allergen Training level 2' and 'Food Hygiene Level 2'. Lists of all qualified first aid staff are displayed in and around the school.

At least one member of the EYFS team will supervise snack time where all children must be seated and forwards facing as well as lunchtime in the hall in line with the updated EYFS Statutory Framework 2025.

Children receive a healthy fruit option daily along with milk as their snack.

Healthy eating forms part of our PSHCE programme across the whole school and school meals are cooked on site by our in-house school kitchen.

Children eat lunch in the school hall where they are helped to make good choices and to try new foods. Parents are given advice and support on providing healthy lunch boxes.

As part of healthy eating children are taught about oral health and receive a visit from an external dental nurse annually and this is promoted as part of a healthy lifestyle. Support and advice is shared with all families.

Inclusion and SEND:

At Barnwood C of E Primary we have ambition for all children, including those children that sit within the inclusion and SEND umbrella. In line with the Early Years Foundation Stage (EYFS) statutory framework, we ensure that every child has access to a broad, well-sequenced and engaging curriculum.

We are uncompromising in our expectation that all children can succeed and make strong progress from their individual starting points. Particular attention is given to children who may be vulnerable to underachievement, including those eligible for pupil premium, children in care, children with English as an additional language, and those with identified SEND.

Children and families are valued as partners in learning. We recognise each child as a unique learner and are committed to removing barriers to learning so that every child can fully participate in all aspects of school life.

Our vision, *'To Be the Best You Can Be,'* underpins our inclusive practice and reflects our high expectations for achievement, behaviour and personal development.

Through high-quality, responsive teaching, practitioners carefully observe and assess children's development across all areas of learning.

Assessment is ongoing and informed by professional judgement, parental contributions and children's own interests and experiences.

Where concerns arise, early identification is prioritised.

We work in close partnership with families and the SENDCo to implement timely and appropriate support, following the graduated pathway. Through this approach, children with SEND are fully included, well supported and enabled to thrive, ensuring they are well prepared for the next stage of their education.

We secure strong outcomes for all children by:

- Setting consistently high expectations and ensuring that the curriculum is ambitious and accessible for every child.
- Using adaptive teaching to meet individual needs without lowering expectations.
- Identifying and addressing barriers to learning for those children who sit in vulnerable groups.
- Identifying and addressing barriers to learning early, particularly in communication and language.
- Creating an enabling environment that supports independence, resilience and self-regulation.
- Providing inclusive resources and experiences that reflect diversity and promote equality.
- Monitoring progress rigorously and taking swift action where children are at risk of falling behind.
- Working collaboratively with parents, carers and external agencies to ensure effective support and sustained progress.

Staff Development

The EYFS team are reflective practitioners. Staff regularly receive CPD from the EYFS lead and evaluate their practice identifying areas for professional development to ensure continued excellent practice.

Staff members are encouraged to attend courses and feedback from courses is shared with the EYFS team and the wider school where appropriate. Staff visit other schools to share good practice and participate in the Gloucester Schools Partnership (GSP) Best Practice Networks.

We enjoy supporting students from a range of courses and feel that we give and gain insight and ideas from such programmes. We continually learn from the children and each other and adapt our practice accordingly. We feel confident to experiment with and adopt new ideas within our setting.

Legislation

This policy is based on the requirements set out in the Early Years Foundation Stage (EYFS) Statutory Framework 2025 alongside the non-statutory guidance 'Development Matters'- revised 2023.