



'Aim High Be Happy'

EYFS Policy

Policy Control	
Responsible Person:	Headteacher
Responsible Governor Team:	EYFS
Approved by Governors:	November 2026
Date due for review:	November 2027

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

At Sandhurst Primary School, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best; we are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development. We want every child to be successful; to reach for success from the very first day that they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

Our School Values

Sandhurst Primary School values

With **kindness** in our hearts,
we find **enjoyment** in our learning and
seek **challenge** in all that we do.

and all our stakeholders are encouraged to *reflect* upon their learning and their actions

1. Introduction

Ethos and Aims

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.”

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Sandhurst Primary School, all children join at the beginning of the school year in which they are five. They attend part-time for the first three weeks of the autumn term and full-time from week four.

The EYFS is based on four overarching principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

Sandhurst Primary School follows the EYFS Statutory Framework which provides:

- Quality and consistency in all early years settings so that every child makes good progress and no child is left behind
- A secure foundation through planning, assessment and review
- Partnership working between practitioners and parents/carers
- Equality of opportunity and anti-discriminatory practice so that every child is included and supported

Legislation

This policy is based on the EYFS Statutory Framework and also takes account of:

- Keeping Children Safe in Education 2026,
- Working Together to Safeguard Children 2026
- Equality Act 2010
- SEND Code of Practice 2015.

Safeguarding and Health & Safety

“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.”

Sandhurst Primary School is committed to safeguarding all pupils by:

- Maintaining children’s welfare as our paramount concern; all staff undertake annual safeguarding and child-protection training
- Embedding social and emotional learning within the curriculum
- Teaching children how to stay safe and seek help when needed
- Providing a secure environment where pupils feel valued and heard

- Maintaining robust site security and physical safety
- Working closely with parents and external agencies where referrals are required
- Using CPOMS to record and monitor safeguarding concerns
- Ensuring all staff can recognise indicators of abuse and understand school procedures
- The school maintains robust safeguarding procedures including safer recruitment practices, whistleblowing procedures and attendance monitoring. Unexplained or prolonged absences are followed up promptly in line with safeguarding requirements.
- Digital technologies are used purposefully to enhance learning. Staff have regard to current guidance regarding children's screen use and ensure that technology supports, rather than replaces, high-quality interactions, play and learning.
- Children are supported to develop an age-appropriate understanding of technology and online safety. Staff promote safe use of digital technologies and work closely with families to support online safety at home.

All safeguarding practice is in line with *KCSIE (2026)* and the Sandhurst Primary School Safeguarding Policy.

Transition from Pre-school to Reception

We work closely with feeder settings to ensure a smooth transition. During the summer term, children attend several *Stay-and-Play* sessions in their new classroom. EYFS staff visit pre-schools, meet key workers, and gather information about each child. Parents are invited to information meetings and individual discussions. In September, a short, staggered start helps all children settle confidently.

Principle 1: A Unique Child

We recognise that children develop at different rates. Positive feedback, praise and celebration assemblies encourage a love of learning.

Inclusion and Equal Opportunities

We value every child and family in our community, celebrating diversity and ensuring equal access for all. Our provision complies with the Equality Act and the SEND Code of Practice.

We plan realistic and challenging expectations for every child by:

- Gathering information from transition visits and parents
- Using the statutory Reception Baseline Assessment, completed within the first six weeks of the autumn term, to inform planning
- Building on children's interests and prior experiences
- Providing differentiated learning experiences and accessible environments
- Using diverse, non-stereotypical resources
- Monitoring progress and offering targeted support where needed

We help children understand rules, boundaries and safe choices so that they can assess and manage risk responsibly.

(See the Whole-School Safeguarding Policy for further detail.)

Welfare Requirements

In accordance with the EYFS Statutory Framework we:

- Promote children's welfare and good health, preventing the spread of infection and responding appropriately to illness
- Manage behaviour in a positive and developmentally appropriate way
- Ensure that all adults working with children are suitable and appropriately checked
- Provide safe, well-maintained premises and equipment
- Deliver enjoyable, challenging learning experiences tailored to each child's needs
- Maintain the required records, policies and procedures for safe, efficient management

Principle 2: Positive Relationships

Children learn to be strong and independent through secure relationships. We build partnerships with parents and carers by:

- Holding initial meetings before entry and a summer-term induction session
- Visiting children in their pre-school settings
- Providing *Stay-and-Play* sessions and a *Starting School Handbook*
- Sharing learning highlights via Class Dojo, encouraging two-way communication
- Operating an open-door policy and holding formal parent meetings twice a year
- Issuing written progress reports in the spring and summer terms
- Running family workshops, trips, and events such as Sports Day
- Pairing each new pupil with a Year 6 "buddy"

All EYFS staff prioritise warm, respectful interactions and active listening.

Principle 3: Enabling Environments

The environment plays a key role in supporting development.

We plan from observation, discussion and assessment of children's interests and needs.

Planning and Assessment

- Planning is guided by the Educational Programmes set out in the *EYFS Statutory Framework*
- Medium-term and weekly plans blend child-initiated and adult-led experiences covering all seven areas of learning
- Ongoing observation and formative assessment inform next steps
- The Reception Baseline Assessment (STA) is completed within the first six weeks of term
- Observations and notes are recorded using Target Tracker
- At the end of Reception, the EYFS Profile provides a summative assessment of attainment against the Early Learning Goals, shared with parents and Year 1 staff
- Assessment is proportionate and avoids unnecessary evidence gathering, in line with DfE workload guidance

Learning Environment

- The classroom and outdoor area are organised to promote independence and exploration across all seven areas of learning
- Resources are clearly labelled and accessible
- Continuous provision supports a balance of challenge and choice
- Weekly safety checks are completed by the class teacher; concerns are reported promptly

Principle 4: Learning and Development

We recognise that children learn in different ways and at different rates. Teaching and learning are based on:

- Secure relationships between teachers, children and families
- First-hand, play-based experiences and purposeful interactions
- A curriculum that supports progress towards the Early Learning Goals
- Opportunities for communication, collaboration and independence
- Effective use of indoor and outdoor space and resources
- Ongoing observation and dialogue with parents about progress

Characteristics of Effective Teaching and Learning

1. **Playing and Exploring** – Children investigate and experience things, “having a go.”
2. **Active Learning** – Children keep on trying and enjoy their achievements.
3. **Creating and Thinking Critically** – Children develop ideas, make connections and problem-solve.

These characteristics underpin all our planning and practice.

Areas of Learning

The seven areas of learning and development are:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas are inter-connected and delivered through a balance of child-initiated and adult-led activity.

End of Reception / Transition to Year 1

In the summer term, a structured transition programme helps children prepare for Year 1. This includes classroom visits, “Jump-Up” afternoon, Q&A sessions with current Year 1 pupils, and a parent transition meeting. Reception and Year 1 teachers liaise to ensure curriculum and assessment continuity.

Monitoring and Review

- The EYFS teacher implements this policy in daily practice.
- The EYFS Link Governor meets regularly with practitioners to discuss provision and outcomes.
- The Headteacher monitors EYFS as part of the whole-school schedule.
- EYFS priorities are embedded within the School Improvement Plan.
- This policy is reviewed annually or sooner if the EYFS Framework or statutory guidance changes.