



A Family School at the heart of the community

Guided by the words of Jesus in John 10:10
'I have come that they may have life, life in all its fullness'

EARLY YEARS FOUNDATION STAGE PROCEDURES

St Andrew's Church School endeavours to take into account considerations of race, religion, belief, gender, ethnicity and disability equality in developing and applying these procedures.

Drafted for approval	Autumn Term 2026
Created by:	Chloe Thomas
Planned review date:	Summer Term 2029

EARLY YEARS FOUNDATION STAGE (EYFS) PROCEDURES

St Andrew's Church School, Taunton

Vision Statement

A Family School at the Heart of the Community

"I have come that they may have life, life in all its fullness."

John 10:10

Contents

1. Introduction
 2. Procedures Statement
 3. Aims
 4. Learning and Development
 5. Assessment, Recording and Monitoring
 6. Induction Procedures
 7. Reception to Year 1 Transition
 8. Home and School Partnership
 9. Monitoring and Review
-

1. Introduction

St Andrew's Church School is part of the Bath and Wells Multi Academy Trust (BWMAT), alongside schools across the South West.

The Early Years Foundation Stage (EYFS) framework covers children from birth to five years of age. At St Andrew's Church School, EYFS provision is delivered through our Reception class. This procedure outlines how the statutory requirements of the EYFS are implemented within our Reception provision.

This procedure should be read alongside the school's policies for:

- Safeguarding and Child Protection
 - SEND
 - Behaviour
 - Equalities
 - Attendance
 - Health and Safety
 - Intimate Care
-

2. Procedures Statement

The Reception year forms the final year of the Early Years Foundation Stage and provides children with the foundations for future learning and success.

The EYFS curriculum supports children in achieving the Early Learning Goals and prepares them for successful transition into Key Stage 1.

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential."

Statutory Framework for the Early Years Foundation Stage 2026

Our School Values

- Show Respect
- Aim High
- Make a Difference

At St Andrew's Church School, we believe every child has the right to a high-quality education rooted in awe, wonder, curiosity and play. As a Christian school, we ensure to care for one another and bring Spirituality into our Curriculum. Our school Spirituality statement is:

Spirituality is when you stop, notice and think about yourself, other people and the mysteries of the world.

We are giving children opportunities to ask big questions and think about things that are beyond themselves. We want to provide a safe, secure and nurturing environment where the children feel safe to ask these questions and be themselves. We provide a safe, nurturing and stimulating environment where children feel valued, supported and inspired to learn.

We recognise that every child is unique and develops at their own pace. Through positive relationships, high expectations and carefully planned experiences, we support all children to become confident, resilient and independent learners.

We place great importance on building strong partnerships with families from the outset. By working together with parents and carers, we ensure children feel secure, happy and ready to thrive in school.

Safeguarding and Welfare

Safeguarding and promoting the welfare of children is our highest priority.

The school follows the procedures outlined in the school's Safeguarding and Child Protection Procedure. All staff working within Reception understand their responsibilities for keeping children safe and promoting their wellbeing.

The school meets all statutory EYFS safeguarding and welfare requirements, including arrangements for:

- safeguarding and child protection
- first aid
- health and safety
- risk assessment
- staff suitability
- supervision
- attendance monitoring
- medicines and medical needs
- intimate care
- inclusion and equal opportunities

3. Aims

Through the EYFS curriculum and our school ethos, we aim to provide:

- A Reception environment underpinned by high-quality teaching, purposeful play and carefully planned learning opportunities.
- A secure foundation for lifelong learning through ambitious and engaging experiences.
- A curriculum that responds to the interests, strengths and next steps of every child.
- Ongoing assessment that informs teaching and supports children's progress.
- Strong partnerships with parents, carers and other professionals.
- An inclusive environment where every child is valued and supported.
- Equality of opportunity through anti-discriminatory practice.

- A curriculum that develops confident, resilient and independent learners.

Whilst all children are known and assessed continuously, designated focus children each week provide opportunities for practitioners to gain a deeper understanding of individual interests, achievements and next steps.

4. Learning and Development

The EYFS framework recognises that children learn best through a combination of play, exploration, adult guidance and meaningful experiences.

At St Andrew's Church School, learning is built around the Characteristics of Effective Learning.

Characteristics of Effective Learning

Playing and Exploring

Children investigate, experience new things and are willing to "have a go".

Active Learning

Children concentrate, persevere when faced with challenges and take pride in their achievements.

Creating and Thinking Critically

Children develop their own ideas, make connections in their learning and solve problems independently.

Alongside these characteristics, our team aim to develop children as:

- Team workers
- Effective participators
- Independent enquirers
- Self-managers
- Creative thinkers
- Reflective learners

We want children to leave Reception as confident learners who are ready for the opportunities and challenges of Key Stage 1 and beyond.

Areas of Learning

There are seven areas of learning and development within the EYFS.

Prime Areas

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

Specific Areas

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

All seven areas are important and interconnected.

Learning takes place through a balance of:

- Adult-led learning
- Adult-supported learning
- Child-initiated learning

Both indoor and outdoor environments are planned carefully to support children's development across all areas of learning.

Communication and Language

Children are supported to develop speaking, listening, attention and understanding through a language-rich environment and high-quality interactions.

Physical Development

Children develop their gross and fine motor skills, coordination, strength and confidence through a variety of physical experiences.

Personal, Social and Emotional Development

Children learn to build positive relationships, manage emotions, develop resilience and understand themselves and others.

Literacy

Children are immersed in high-quality stories, language and texts. Systematic synthetic phonics supports children in developing early reading and writing skills.

Mathematics

Children develop number sense, spatial reasoning and mathematical thinking through practical experiences and purposeful teaching.

Understanding the World

Children explore people, places, cultures, technology and the natural world, developing curiosity and respect for others.

Expressive Arts and Design

Children are encouraged to be creative through art, music, movement, role play, design and imaginative play.

5. Assessment, Recording and Monitoring

Assessment is an integral part of teaching and learning.

Staff use ongoing formative assessment through:

- Observation
- Professional discussion
- Interaction with children
- Children's learning behaviours
- Children's independent application of skills
- Contributions from parents and carers

Learning observations are recorded through Tapestry, and parents are encouraged to contribute to their child's learning journey. General class updates are also shared through Class Dojo. Assessment information is used to identify strengths, support next steps and inform planning.

Reception Baseline Assessment

Children complete the statutory Reception Baseline Assessment during the first six weeks of Reception in accordance with government requirements.

EYFS Profile

Children's progress is monitored throughout the year through ongoing assessment and internal school tracking. At the end of Reception, practitioners complete the statutory Early Years Foundation Stage Profile (EYFSP).

Children are assessed against the Early Learning Goals and a judgement is made as to whether they have achieved a Good Level of Development (GLD). A GLD is achieved when children meet the expected level in:

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

Statutory EYFS Profile data is submitted in accordance with local authority and national requirements.

Inclusion

We are committed to ensuring equality of opportunity for all children.

Children with Special Educational Needs and Disabilities (SEND) are supported through appropriate assessment, planning and intervention in partnership with families and external professionals where required.

Children with English as an Additional Language (EAL) are supported to develop both their home language and English. We value children's linguistic and cultural backgrounds and work closely with families to understand their individual strengths and needs.

6. Induction Procedures

We aim to ensure a smooth and positive start to school.

During the Summer Term

- Parents are invited to an information meeting.
- Children and families attend transition sessions within the Reception classroom.
- Reception staff visit feeder settings where possible.
- Information is gathered from previous settings and families to support transition.

Autumn Term

Where possible, Reception staff undertake home visits before children start school. These visits provide valuable opportunities to establish positive relationships with children and families.

Children attend a week-long graduated start to school, enabling them to become familiar with routines, expectations and the school environment.

Parents are kept informed through:

- Curriculum information
- Workshops
- Class Dojo updates
- Tapestry observations
- Regular communication with staff

The routine of the school day is introduced carefully to support children's confidence, wellbeing and successful transition into school life.

7. Reception to Year 1 Transition

Reception and Year 1 staff work closely together to ensure a smooth transition into Key Stage 1.

This includes:

- Professional discussions between Reception and Year 1 staff.
- Sharing EYFS Profile information and assessment records.
- Transition visits and activity sessions.
- Opportunities for children to meet their new teacher.
- Planning for continuity of learning and provision.
- Consideration of the needs of individual children.

Where appropriate, Year 1 provision includes opportunities for play-based and practical learning to support children's continued development.

8. Home and School Partnership

We recognise that parents and carers are children's first and most enduring educators. Strong partnerships between home and school make a significant contribution to children's development and wellbeing.

We promote this partnership by:

- Maintaining an open-door approach.
- Holding parent consultation meetings.
- Providing workshops and curriculum information sessions.
- Encouraging contributions through Tapestry.
- Using Class Dojo to communicate learning and key information.
- Sharing reading records and home learning opportunities.
- Inviting parents to school events, activity days and church services.
- Celebrating children's achievements both at home and at school.
- Providing an annual written report summarising progress against the EYFS framework.

Through positive relationships and open communication, we work together to support every child in achieving their potential.

9. Monitoring and Review

This procedure will be reviewed annually by the Early Years Lead and Headteacher, or sooner if changes are made to statutory guidance.

The procedure will be monitored through:

- Learning walks
- Professional discussions
- Assessment analysis
- Pupil outcomes
- Parent feedback
- Local authority and trust guidance

St Andrew's Church School is committed to ensuring that its Reception provision remains fully compliant with statutory requirements and reflects current best practice in Early Years education.
