



**L A L E H A M   L E A**

A Catholic Independent Primary School for boys and girls aged 3 to 11

## **LALEHAM LEA SCHOOL & NURSERY**

### **Early Years Foundation Stage (EYFS) Policy**

*This is a whole school policy which applies to all sections of the school, including Early Years Foundation Stage, Out of School Care and Clubs.*

	Date	Signed
Date reviewed	January 2026	M Reece Head Teacher
Ratified by the Board of Governors	January 2026	Y Epale Chair of Governors
Date of next review	January 2028	



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### **MISSION STATEMENT:**

*Recognising that Christian values are central to the life of the school, we at Laleham Lea aim to create a loving, welcoming safe environment in which our children may grow intellectually, socially and emotionally; an environment in which their talents are recognised and fostered and their differences treated with compassion; an environment which provides quality teaching and learning within a balanced curriculum framework and which helps every child to reach their true potential. Together with parents, who are the first educators, we aim to lead our children towards tolerance, understanding and sensitivity to the needs of others so that they may grow up as well-balanced individuals with a strong sense of personal identity and an awareness of God's love.*

### **INTRODUCTION**

This overarching EYFS Policy is in accordance with the Statutory Framework for Early Years 2025, giving a holistic view of the School's Early Years Foundation Stage provision.

The Statutory Framework for Early Years 2025 states, "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."

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

At Laleham Lea, children join us full time in Reception at the beginning of the school year in which they are five. We also have a Nursery and pupils join our Nursery class in the academic year in which they turn 4. We offer full day sessions with a minimum of three days attendance; however, we also have a limited number of 15 funded hour only places available. We expect for them to add further full days as the year progresses.

Whilst we are exempt from the Learning and Development and Assessment requirements of Statutory Framework for Early Years 2025, in Nursery and Reception the following four guiding principles shape our practice across our setting:

- Every child is a unique child, made in the image and likeness of God, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.



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- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

In line with EYFS principles, at Laleham Lea School, we:

- provide quality and consistency across EYFS classes;
- have a key person approach which develops close relationships with individual children;
- provide a secure and safe learning environment, indoors and out;
- provide a balanced curriculum;
- plan challenging and enjoyable learning experiences, based on the individual child, informed by observation, assessment and the child's interest;
- provide opportunities for children to engage in activities that are both adult-initiated and child-initiated;
- work in partnership with parents and within the wider context; and
- provide equality of opportunity and anti-discriminatory practice, ensuring that every pupil is included and supported

### THE EARLY YEARS CURRICULUM

Using the important and inter-connected Prime and Specific Areas of learning from the Statutory Framework for Early Years 2025, we plan an exciting and challenging curriculum based on our observation of the children's needs, interests and stages of development.

In planning and guiding children's activities, we reflect on the different ways that pupils learn and ensure we are enabling them to explore, create and think critically and be active. Schemes of work are based on a series of topics, offering experiences across the Prime and Specific Areas of learning, using both the inside and outside learning areas. We follow the pupils' interests, and this is reflected in our short-term planning. Parents are kept informed of the topics via a curriculum map which we send home at the beginning of each half term. We continually draw on our links with the community to enrich their experiences by taking them on visits and inviting engaging speakers and workshop providers into the school.

The Prime Areas are crucial in igniting the pupils' curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. The four Specific Areas enable the Prime Areas to be strengthened and applied.



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Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
Self-regulation. Managing self. Building relationships.	Gross motor skills. Fine motor skills.	Listening, attention and understanding. Speaking.

Specific Areas of Learning			
Literacy	Mathematics	Understanding the world Expressive Arts and Design	Expressive Arts and Design
Comprehension. Word reading. Writing.	Number. Numerical patterns.	Past and present. People, culture and communities. The natural world.	Creating with materials. Being imaginative and expressive.

Each Area encompasses a balance of adult-led and child-initiated learning. Pupils have whole group and small group teaching. Whole group teaching increases as the pupils move through their Reception year, preparing them for the more formal environment of Year 1.

## INCLUSION

We value all of our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We believe all our pupils' matter and we give each and every one of them the opportunity to achieve their best.

We continually monitor pupils' progress and strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need. We provide additional 1:1 support for those needing extra time to consolidate learning and work closely with parents and outside agencies.

We plan challenging activities for pupils whose ability and understanding are more advanced.

We use resources which reflect diversity and are free from discrimination and stereotyping. For any EAL child joining us in Early Years, we have a detailed conversation with parents about their levels of understanding. We ensure we have a few key words in home language to support them, as well as promoting their own language and culture through books in the classroom. EAL pupils in the EYFS are assessed and monitored in accordance with our EAL Policy.



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### THE LEARNING ENVIRONMENT

The Early Years classrooms are organised to allow pupils to explore and learn independently and collaboratively, securely and safely. The rooms are set up in learning spaces, supporting the Prime and Specific Areas.

Each class also has access to a shared outside space - 'the outdoor classroom'. This allows the pupils to develop their skills in a safe alternative environment.

### OBSERVATION AND ASSESSMENT

We recognise that assessment plays an essential role in helping parents/carers and school staff to recognise pupils' progress, understand their needs, plan activities, and offer appropriate, targeted support.

All pupils are assessed by our Reception Teacher or EYFS Coordinator prior to entry into Early Years. These sessions involve an informal assessment of the child's current development and a conversation with parents to ensure that the school is one where the child will flourish socially, emotionally and academically.

Ongoing assessment is an integral part of our learning and development process. Staff observe the pupils to understand their level of achievement, interests and learning styles, and to shape learning experiences for them reflecting those observations.

We ensure assessment opportunities do not entail prolonged breaks from interaction with children, nor require excessive paperwork. The number and quality of the conversations they have with adults and other children throughout the day in a language-rich environment is crucial.

Children are assessed (summative assessment) three times across the year in all 7 strands of learning and their progress is continually monitored. Assessments are recorded on school tracker systems.

In the autumn term we conduct, on a one-to-one basis, school baseline assessments for all Nursery and Reception pupils. Reception pupils also complete GL progress tests for maths and English at the end of the summer term, in preparation for their transition to Year 1.

Formal reports for all pupils in Reception are provided at the close of the autumn and summer terms. The autumn term reports consist of assessment on all Prime Areas and Specific Areas of Learning, including Literacy, Maths, Understanding of the World and Expressive Arts and Design. It also includes targets to work on, a teacher comment as well as a Headteacher comment.

In the summer term, Reception and Nursery have full reports in all Prime and Specific Areas, including specialist lessons. There is also a class teacher commentary and Headteacher comment.



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Parents are given the opportunity to discuss these judgements, via a feedback form, with the teachers in preparation for the following year.

Parent evenings are held in both the autumn and spring terms for all of Early Years, and gives the opportunity to discuss children's social, emotional and academic gains and areas for ongoing target

Year	Autumn	Spring	Summer
<b>Nursery</b>	<ul style="list-style-type: none"><li>• EYFS Nursery Baseline (for all areas of learning)</li><li>• Parents evening</li></ul>	<ul style="list-style-type: none"><li>• Assessment for all areas of learning</li><li>• Parents evening</li></ul>	<ul style="list-style-type: none"><li>• End of Year assessment for all areas of learning</li><li>• Report home</li></ul>
<b>Reception</b>	<ul style="list-style-type: none"><li>• EYFS Reception Baseline (for all areas of learning)</li><li>• PASS</li><li>• Report home</li><li>• Parents evening</li></ul>	<ul style="list-style-type: none"><li>• Assessment for all areas of learning</li><li>• Parents evening</li></ul>	<ul style="list-style-type: none"><li>• End of Year assessment for all areas of learning</li><li>• Progress Test Maths / Progress Test English</li><li>• PASS</li><li>• Report home</li></ul>

## TRANSITIONS

Transitions are carefully planned for, and time is given to ensure continuity of learning. At any transition we acknowledge the child's needs and establish effective partnerships with those involved, with the child and with other settings, including other nurseries and carers. Children attend a 'Moving up Morning' at the end of the summer term prior to joining their new class.

In the final term of Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals and their Characteristics of Effective Learning. This supports a smooth transition into Year 1 and helps the Year 1 teacher to plan an effective, responsive, and appropriate curriculum that will meet the needs of each individual child.

## PARTNERSHIP

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the pupils and their families. Parents are children's first and most enduring educators and we value the contribution they make and encourage them to play an active part in their child's education both at home and at school.

We pride ourselves on the pastoral relationships we form with our parents. Our teachers are always available to talk to parents at the end of each school day, and we encourage parents to



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Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals, providing the best support possible.

### **SAFEGUARDING AND WELFARE**

Children's safeguarding and welfare is paramount. We understand that children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them. We have a secure environment and stringent policies, procedures and documents in place. We teach children how to be safe, make choices and assess risks.

We comply with the Statutory Framework for the Early Years Foundation Stage (2025) and meet the associated regulatory requirements for Safeguarding and Welfare to:

- promote the welfare of children;
- promote good health, including oral health;
- prevent the spread of infection and take appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- ensure that we maintain the correct pupil to adult ratios and that all staff are suitably qualified;
- ensure that the premises, furniture and equipment is safe and suitable for purpose;
- maintain records, policies and procedures required for safe, efficient management of the school and to meet the needs of the children; and
- protect the physical and psychological wellbeing of all children.

Laleham Lea ensures that all staff, including the Designated Safeguarding Lead are trained in line with the criteria set out in Annex C of the EYFS Statutory Framework, 2025.

The School's Designated Safeguarding Lead provides support, advice and guidance to all EYFS staff on an ongoing basis, and on any specific safeguarding issue as required. A member of our EYFS team is trained as Deputy Designated Safeguarding Lead.

### **RATIOS**

We ensure that our pupils are adequately supervised and that children are usually within sight and hearing of staff and always within sight **or** hearing. Whilst eating, pupils are always within sight and hearing of a member of staff, who is full paediatric first aid (PFA) trained. We meet the



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requirements of the Statutory Framework for the Early Years Foundation Stage (2025) with the following adult to child ratios:

Nursery:

Qualification Level	Adult/Child Ratio
Level 6	1:13
Level 3-5	1:8
Level 2	1:8, in the presence of a Level 3 or above

Reception:

Qualification Level	Adult/Child Ratio
Level 6	1:30
Instructor	1:30
Level 3-5	1:8
Level 2	1:8, in the presence of a Level 3 or above

## PAEDIATRIC FIRST AID

All EYFS staff who hold a recognised Full Paediatric First Aid certificate, as noted in Annex A of Statutory Framework for the Early Years Foundation Stage (2025).

The school ensures at least one person with the aforementioned certificate is on the premises and is available at all times. At least one person with the aforementioned certificate is also required to accompany children on outings. Full Paediatric First Aid training is renewed every three years.

All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work in order to be included in. All staff who have completed the experience-based route must obtain a PFA qualification before they can be included in the staff: child ratios at level 3. To continue to be included in the ratio requirement the certificate must be renewed every 3 years.

Students and long-term volunteers (aged 17 or over) and apprentices (aged 16 or over) may only be counted in the ratios if they hold a valid and current Paediatric First Aid or Full Paediatric First Aid qualification. Staff completing the new experienced-based route, must be qualified with a



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Paediatric First Aid or Full Paediatric First Aid certificate before they can be counted in the pupil: staff ratios.

### FOOD AND MEALTIMES

Wherever possible staff sit facing children whilst they eat, so to ensure they are eating in a way to prevent choking and prevent food sharing and be aware of any unexpected allergic reactions.

At each mealtime and snack time, a member of staff is responsible for checking that the food being provided meets all the requirements for each child.

### RISK ASSESSMENTS

We ensure that all reasonable steps are taken to ensure staff and children are not exposed to risks. Rigorous daily checks and enhanced cleaning procedures are in place. Written risk assessments, informing staff practice and management of risk, are available on request.

### MONITORING AND REVIEW

The Senior Leadership Team, which includes the EYFS Coordinator, carry out monitoring of the EYFS as part of the whole school monitoring along with visits by the Governors.

Whole school policies equally apply to the EYFS, as they incorporate the mandatory requirements.