



BECKWITHSHAW, KETTLESING & RIPLEY ENDOWED C.E. PRIMARY SCHOOLS

"At the federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley Primary schools we aim to provide an environment of mutual respect and love where all children flourish and who grow together, guided by love."

EARLY YEARS FOUNDATION STAGE POLICY

"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.

Statement of Intent

Within the federation of Ripley, Beckwithshaw and Kettlesing Felliscliffe, we aim for our youngest learners to feel safe, valued and inspired every day. We encourage our educational, spiritual and moral drive throughout the school, beginning in Early Years: Growing together, guided by love.

At the heart of our Early Years, we hold a simple belief: every child can **DREAM BIG**.

At our federation, we believe that strong communication and language skills are the foundation for future learning. Our EYFS provision is intentionally language-rich, prioritising oracy so that children can confidently express themselves, listen actively, and engage with others.

Legal Framework

This policy has due regard to statutory legislation, including, but not limited to the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) 'Early Years Foundation Stage Statutory Framework'
- DfE (2025) 'Early Years Foundation Stage Profile: 2025 handbook'
- DfE (2025) 'Keeping Children Safe in Education 2025'
- DfE (2023) 'Working Together to Safeguard Children 2023'

Principles

The Early Years Foundation Stage is based upon 4 principles:

- **A unique child** – We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in different ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and intrinsic rewards to encourage and develop a positive attitude to learning.
- **Positive Relationships** – We recognise that children learn to be strong and independent from secure relationships, and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments** – We recognise that the environment plays a key role in supporting and extending the development of the children. Through observations we assess the children's interests, stages of development and learning needs, before planning achievable yet challenging activities and experiences to extend their learning.
- **Learning and Development** – The learning environments, are organised to allow children to explore and learn securely and safely. There are areas for children to explore, be active, be creative, be quiet and be inquisitive. All equipment and resources are able to be accessed independently.

Curriculum

Our curriculum is thematic, engaging and play-based ensuring that children explore a broad range of experiences in meaningful contexts. It is carefully planned to be progressive and sequential, enabling every child to build on prior learning, make connections, and develop the knowledge, skills, and attitudes they need for the next stage of their education. We balance intrinsic motivation with academic learning complemented by elective opportunities and enhancements that enrich children's experiences and broaden their horizons.

The Prime Areas are:

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

The Specific Areas are:

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

Our provision is underpinned by the federations three C's

- **Community** – fostering a strong sense of belonging where every child feels included and valued. We encourage students to engage with one another and collaborate on projects that foster connections within our school and the wider community.
- **Compassion** – listen actively, respond thoughtfully, and engage empathetically with their peers whilst expressing their feelings and supporting one another, fostering a sense of belonging and community spirit.
- **Courage** – embrace challenges and voice their opinions, even in difficult situations, taking risks in their communication and standing firm in their beliefs.

In the Early Years, we are committed to enabling every child to **DREAM BIG**, find their voice, build friendships and grow in confidence – ready to thrive as lifelong learners. Above all we, at the federation of Ripley, Beckwithshaw and Kettlesing Felliscliffe are all: Growing together, guided by love.

Assessment

Assessment is an integral part of the learning and development process in Early Years. Assessment takes place in a variety of forms, to identify children's learning styles, interests, understanding and achievements. These are conducted through a variety of methods including; observations – both recorded and nonrecorded, photographic evidence, samples of work produced, as well as parental input.

Observations are often recorded using the SeeSaw App which allows staff to take photos, videos and make notes whilst observing the children during both adult and child led learning. These observations allow staff to determine where the children are in terms of their learning, where there are gaps, and how we can support the children moving forward.

In line with statutory requirements, the school also undertakes summative assessments of each child's development at certain stages.

These are:

- Reception Baseline Assessment – a short assessment which is taken within the first 6 weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The Learning Environment and Outdoor Spaces

At the Federation of RBK, we recognise the importance of play-based learning, and therefore ensure that children are provided with opportunities to direct their own learning across all provision areas within the learning environment. The EYFS classrooms are organised to allow children to explore and learn securely and safely. The provision areas are carefully planned to promote independence and foster a positive attitude towards learning.

Although each classroom has defined learning spaces, where children are able to find and locate specific equipment and resources independently, learning is not discrete to one provision area – it happens throughout the learning environment, both indoors and outdoors. Each area supports a multi-faceted approach, where there is a strong focus on foundational learning – reading, writing, mathematics and oracy.

The children at our federation have access to an enclosed outdoor learning environment. Outdoor provision and learning are planned to complement, yet differ from, indoor experiences, ensuring that children are offered a broad and varied range of opportunities that promote and extend their understanding and overall development. Being outdoors allows children to explore things differently and often on a larger scale to indoors.

Learning outdoors plays a vital role in promoting and supporting healthy, active lifestyles by providing children with regular opportunities to engage in physical activity. It enables children to explore and engage with the natural environment, offering experiences that are unique to outdoor learning, such as observing seasonal changes, weather patterns, minibeasts and their habitats, as well as growth and life cycles. Outdoor learning also supports the development of problem-solving skills and fosters creativity, while providing rich, meaningful experiences that enhance children's imagination and resourcefulness.

Partnership with Parents and Carers

The Federation of RBK recognises the importance of establishing effective relationships with parents/carers, and understands parents/carers are the child's first educators. Therefore, as a Federation we work closely with parents/carers and involve them within their child's learning and development. We ensure parents/carers are well informed about the curriculum through observations uploaded onto SeeSaw,

through newsletters and learning letters which go home every half-term. Additionally, we invite parents/carers in during the academic year to take part in various learning experiences as well as for celebration assemblies, and 'coffee and catch up' sessions.

Inclusion and Equal Opportunities

All children within the Federation of RBK receive quality first teaching on a daily basis, where activities will be differentiated accordingly. We provide an inclusive, accessible and ambitious curriculum for all pupils, including pupils with SEN. Those children who have been identified as having a specific need will also have tailored intervention programmes designed to support their learning along with an individual support plan. The curriculum is planned to meet the needs of all the children and is designed to support children within their own natural learning pace.

Safeguarding and Children's Welfare

Children learn best when they are happy, safe and feel secure. Therefore, within our Federation we take all necessary steps to keep children safe. We comply with the requirements of the 'Statutory framework for the Early Years Foundation stage' to:

- Safeguard children
- Ensure suitability of adults who have contact with children
- Promote good health
- Support and understand behaviour
- Maintain records, policies and procedures

We believe children feel happy, safe and secure through the positive relationships they have with staff and their peers. We aim as a school to teach children what 'safe' means, both within the classroom environment as well as in the wider-world. We teach children about boundaries, rules and limits, whilst also allowing them to engage in 'risky play' where they can identify their own hazards and risks.

Staff are well trained and are alert to any issues of concern in the child's life at home or elsewhere and any safeguarding or welfare issues/concerns are dealt with in line with the Child Protection Policy. Any concerns are recorded on our CPOMs platform and actioned by our DSL's or DDSL's accordingly.

Intimate Care and Sleeping

All intimate care procedures, including nappy changing and toileting, are carried out in a manner that upholds each child's dignity and privacy. Staff follow appropriate safeguarding protocols at all times. Every instance of intimate care is documented, signed by the responsible staff member, and securely filed in accordance with our record-keeping procedures.

When a child requires rest or sleep, the Federation follows the statutory requirements outlined in the *Early Years Foundation Stage (EYFS) Statutory Framework*, which references NHS safer sleep guidance. Children remain within sight and hearing of staff at all times during sleep periods. Regular checks are conducted at 10-minute intervals and recorded on a sleep log chart to ensure each child's safety and wellbeing.

Medicines

Schools can only administer prescription medicines prescribed by a Doctor or other medical professional when it would be detrimental to a child's health/welfare if they did not do this. Parents must provide written consent and the following information:

- Medicine name and strength.
- Dosage and frequency of use.
- Possible side-effects.
- Storage guidance.
- Who prescribed it.

We then follow our school's 'Medical' policy, which is located on our school website.

Document Status			
Date of Next Review	September 2029	Responsibility	A. Brown (EYFS lead)
Date of Policy Creation	September 2026	Responsibility	A. Brown (EYFS lead)
Date of Policy Adoption by Governing Body: September 2026		Signed E. Foster (Deputy Headteacher)	
Method of Communication: Available in policy file which is in the headteacher’s office / website			