



**Corporation Road Community Primary School**  
**Early Years Foundation Stage**  
**Policy**

<b>Policy Version Control</b>	
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## 1. Introduction

Corporation Road Community Primary School has high ambitions for all children and recognises that each child is unique. Children have different starting points to their learning and bring differing experiences of life to school. We aim for children to be well-rounded individuals who are independent, resilient, and confident in themselves and with others.

Corporation Road Primary School's Early Years policy is based upon the beliefs and practice of the school and should be read in conjunction with the policies and documents referenced in the table below. The policy outlines the philosophy, aims and principles of early years teaching and learning in the Foundation Stage at Corporation Road Community Primary School. It also provides a framework for staff, governors and visitors to monitor the impact of Early Years Foundation Stage education.

## 2. Supporting Documents

The Early Years Foundation Stage Policy is written with reference to the following Documents:

DFE Produced	Lingfield Academy Trust Produced	School Produced
<ul style="list-style-type: none"><li>- The Early Years Foundation Stage (Learning and Development Requirements)</li><li>- The Early Years Foundation Stage (Welfare Requirements) Regulations 2012</li><li>- The learning and development requirements section 39(1)(a) of the Childcare Act 2006</li><li>- Statutory framework for the early years foundation stage – For group and school-based providers: Setting the standards for learning, development and care for children from birth to five (Effective 01 September 2025)</li><li>- Early years qualification requirements and standards (updated January 2026)</li><li>- DfE 'EYFS SEN Assessment Tools'</li><li>- Keeping Safe in Education 2025</li><li>- Early Years Foundation Stage nutrition guidance</li><li>-</li></ul>	<ul style="list-style-type: none"><li>- TRUST READY Nursery Expectations Sept 2024</li><li>- TRUST READY Reception Expectations Sept 2024</li><li>- EYFS TRUST GUIDE</li><li>- EYFS Leader Checklist</li><li>- EYFS Daily Checks</li><li>- The Lingfield Trust Teaching Compass</li><li>- Special Educational Needs and Disabilities Policy</li><li>- Child Protection and Safeguarding Policy</li><li>- Intimate care policy</li></ul>	<ul style="list-style-type: none"><li>- Attendance Strategy</li><li>- Behaviour Policy</li><li>- Relevant EYFS Curriculum and Planning docs</li></ul>

## 3. Organisation of Early Years Foundation Stage

Corporation Road Primary School Early Years Foundation Stage includes 2-year-old provision, 3/4 year-old Nursery and a Reception class. All the staff across EYFS are DBS checked and have a relevant qualification to the role. All staff are paediatric First Aid trained. All of the EYFS classes have access to the sports hall for PE lessons.

### **Little Rockets**

Little Rockets is our 2-year-old provision and is split into two sessions, each with places for 10 children and can accommodate 30-hour provision when space allows. Children can start in the 2-year-old provision from the term after their 2<sup>nd</sup> birthday and can transition in

Nursery the term after their 3<sup>rd</sup> birthday. This can make for a transient class. Children can be eligible for 15-hour funded places if their parents/carers receive certain benefits or 30-hours for working parent. The Little Rockets learning space is in a self-contained room, with its own correct height toilets and a changing area. The provision has its own access from the outside, through its outside provision, connected to the rest of school by a mag-lock door. The staffing ratio is 1:10 and the provision is staffed by a minimum of a Level 3 TA and a Level 2 TA. It is overseen and monitored by the Nursery Teacher. Each child is assigned a keyworker.

### **Nursery**

Nursery is split into two sessions, each with places for 26 children and can accommodate 30-hour provision when space allows. Children can start in Nursery the term after their 3<sup>rd</sup> birthday. Children who will transition into Reception the next academic year are referred to as 'N2' children and those who will stay in Nursery for a further year 'N1'. Intakes for 'N1' children are in the Spring and Summer terms. The Nursery learning space is flexible and it includes a space large enough for a whole class group time within the provision areas. There is also a bathroom with the appropriately sized toilets and direct access to contained outdoor provision. The staffing ratio is 1:13 and the provision is staffed by a minimum of a qualified teacher and a Level 3 TA. The class teacher is assigned as the keyworker for each child, with other staff working in the environment required to know about all the children.

### **Reception**

Reception is a one-form entry for 30 children and is staffed by the minimum of a qualified teacher and level 3 TA, meeting the 1:30 statutory ratio. The Reception learning space contains a classroom set-up with desks and a carpet space alongside a large area for continuous and enhanced provision. There is a bathroom with the appropriately sized toilets and direct access to contained outdoor provision which includes an outdoor classroom. Reception access the main school yard for breaktimes.

## **4. Learning in the Early Years Environment**

The Early Years learning environment plays a vital role in shaping children's development, wellbeing and attitudes to learning. Our learning environments are designed to be warm, welcoming and inclusive, helping children feel safe, valued and confident to explore. They support all areas of learning and development by offering rich opportunities for play, interaction and discovery, recognising that young children learn best through hands-on, meaningful experiences.

The Early Years environments are carefully planned to be both enabling and flexible, taking into account the 'Prime' and 'Specific' areas of learning as well as the 'Characteristics of Effective Learning'. Resources are accessible, open-ended and organised to promote independence, choice and sustained engagement. The outdoor environment is viewed as equally important as the indoor space, providing opportunities for physical development, exploration of the natural world and risk-taking in a safe and supported way.

Adults play a crucial role in bringing the learning environment to life. Through high-quality interactions, skilled questioning and modelling language, adults extend children's thinking and respond to their interests and needs. Observations of children's play inform adaptations to the environment, ensuring it remains responsive, inclusive and challenging. Overall, a high-quality early years learning environment fosters a love of learning, supports emotional security and lays strong foundations for future learning and development.

Children experience a balance of adult directed teaching, adult-led focused activities and self-initiated activities across the day. Staff carefully plan areas to promote learning, reflect children's interests, provide opportunities to extend and practice the skills they have learned during direct teaching. Staple elements of good continuous provision are enhanced by resources that meet current learning and the interests of the children. Staff value the environment, and aim, through the curriculum, to teach respect for our world, and how we should care for it for not just current, but also future, generations.

## **5. Aims of Early Years Education**

- To provide a happy, nurturing, safe and secure environment for learning so that each child's needs and interests are catered for and where they feel **valued and confident** to explore.

- To give each child a positive and enjoyable start to their school life, in which they can establish solid foundations on which to expand and **foster a deep love of learning**.
- To establish **safe and secure relationships** with children and families.
- To provide a high-quality curriculum and have **high expectations** for every child.
- To develop children's **communication and language skills**, enabling them to express needs, thoughts and feelings.
- To foster **positive relationships** with peers and adults, promoting cooperation, empathy and respect ensuring that children develop moral and social values.
- To encourage children to have a **positive relationship with themselves**, know the importance of keeping their body and mind healthy and safe, knowing who to go to when they need support in and out of school.
- To encourage children to become self-motivated, resilient and independent learners with a **positive attitude to learning**. To enable children to think critically and take risks with their learning.
- To value the **cultural diversity** within the school and community, by raising awareness of the child's wider community, starting with their local community.
- To foster positive home school links, working in **partnership with parents and carers** to support children's learning and development, helping to signpost them to outside agencies where needed.
- To promote **emotional well-being and self-regulation**, helping children understand and manage their emotions.
- Promote '**Cultural Capital**' in order to prepare children for 21<sup>st</sup> century life; by ensuring every child is literate, numerate, empathetic towards others, resilient and ambitious to succeed in whatever they set out to achieve.

## 6. EYFS Curriculum

"Every child deserves the best start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."

*Statutory Framework for the Early Years Foundation Stage"  
Department for Children, Schools and Families, 2017*

Our EYFS curriculum is broad and balanced, encompassing key life skills, experiences and academic progress, with high expectations for all children. The Foundation Stage curriculum at Corporation Road Community Primary School follows the curriculum as outlined in the 'Trust Ready' documents and the 'Statutory Framework for the Early Years Foundation Stage'. Education is based on the seven areas of learning and development. These consist of the 'Prime Areas of Development' - 'Personal, Social and Emotional Development', 'Physical Development' and 'Communication and Language' and the 'Specific Areas of Development' - 'Literacy', 'Mathematics', 'Understanding the World' and 'Expressive Arts and Design'. Further curriculum details can be found in the relevant curriculum planning documents outline in the 'Supporting Documents' table at the start of this document.

Planning acknowledges that learning in EYFS is holistic and therefore all the areas of learning are interconnected and based on developing the whole child. The Early Years Foundation Stage curriculum at Corporation Road Community Primary School is based on a range of topics that are flexible enough to follow the interests of the children. The majority of children in our EYFS have not had access to varied life experiences and therefore topics alongside high quality texts, help to excite and motivate children. Learning activities are linked together to provide a meaningful context and encourage children to immerse themselves in new experiences. Trips, experiences and visitors are planned to support meaningful and relevant learning. High quality communication and language is promoted in all learning experiences and as such, vocabulary is planned for and modelled.

Staff plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas which extends from 2-year-old provision, all the way through Nursery, Reception and into KS1 and KS2 school. Although staff follow the National Curriculum, topics can be fluid, determined by the children's interests, enquiry, engagement,

motivation and thinking. Staff follow the Trust curriculum throughout the Early Years Foundation Stage. Staff plan learning opportunities that promote learning, and personal growth and development. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others. Staff aim to provide children with knowledge and skills, so that they achieve their true potential.

Staff understanding the importance of the 'Characteristics of Effective Learning', looking at the ways in which a child engages with other people and their environment. 'Playing and exploring', 'Active Learning' and 'Creating' and 'Thinking Critically' underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The staff in EYFS work closely with the SENCo and Early Years Inclusion Lead to identify and support any children who have Special Educational Needs. Where EYFS children are not able to access the curriculum for their age, the DfE 'EYFS SEN Assessment Tools' are used to identify areas children are experiencing difficulties with and inform their next steps. Staff utilise the LA Early Years inclusion team and SENIF funding, alongside working with healthcare and other professionals to support the children to progress and succeed. Support plans are written and EHCPs are requested where necessary and these take into account targets set by healthcare professionals.

The quality of the teaching and learning is monitored by the Senior Leadership Team and Subject Leaders through regular learning walks, pupil progress meetings, pupil voice and analysis of baselines and assessments.

Across the EYFS in school, we use some schemes and interventions to support learning. We use 'Little Wandle Letters and Sounds' as our phonics scheme, starting with direct teaching from Nursery, with Little Rockets using rhymes and stories as a starting point of phonics learning. Elements of 'Tumble Tots Beanbag Songs', 'Dough Disco', 'Squiggle Movements', 'Squiggle While You Wiggle' and 'Squiggle Me into a Writer' are used to support early mark making through to early writing skills. 'Helicopter Story Time' is used in Reception to help children develop their listening skills, confidence and storytelling. 'BLAST!' is used in Nursery and Reception for language, understanding and communication intervention with children who need them. Across EYFS 'Complete PE' is used to support teaching and learning in PE lessons and 'Charanga' for Music. Further details about these schemes and programs can be found in the relevant curriculum planning documents.

## **7. Assessment**

During a child's first 6 weeks in Little Rockets, Nursery or Reception, staff gather evidence towards a baseline assessment of each child on entry to the school. The government baseline is completed in Reception. This assessment forms an important part of the future curriculum planning for each child. NELI assessments are also conducted within this time frame in Reception, as is Trust policy. Effective learning builds upon what children know and can already do. Observation of children identifies the next steps of learning, which is fed into the planning.

Staff make regular assessments of the children through daily observations and share information within the Early Years team to inform next steps in learning. There is an expectation that all staff that work regularly with a child can talk about them in terms of their personality, care and learning. There is no expectation to formally write down these observations. Evidence of teaching and learning is collected to form part of year-group based digital floor books and displays, where pupil voice is noted throughout. These are used to help monitor curriculum coverage. A best-fit approach is used when making assessment judgements about a child, acknowledging that children learn in different areas at different rates. Staff have regular discussions about children to inform our planning and children's next steps of learning. Parental voice supports judgements about children's learning and development.

Assessment is collected for each stage of the EYFS as outlined below. School and Trust data is imputed into the school assessment system on Arbor. Teachers attend termly Pupil Progress meetings with SLT in school and moderation meetings within the Trust to ensure data is accurate. The EYFS Lead and EY Inclusion lead monitor the progress of children across the EYFS together regularly.

### **Little Rockets**

Staff in Little Rockets are required to complete the following assessments for each child:

- Baseline assessment on the 3 Prime Areas within the first 6 weeks of a child starting in the provision.
- 2-year-old check alongside parents/carers when a child reaches 2 years and 4 months, or after the baseline has been completed if they start after this age.
- End of provision assessment in the 3 Prime Areas which is passed onto the Nursery staff for the provision they will move too.
- Ongoing formative assessments based on if a child has retained the learning taught.

### **Nursery**

Staff in Nursery are required to complete the following assessments for each child:

- Baseline assessment in the 3 Prime Areas and 4 Specific Areas within the first 6 weeks of a child starting in the provision.
- End of term assessments the 3 Prime Areas and 4 Specific Areas as appropriate.
- End of provision assessment in in the 3 Prime Areas and 4 Specific Areas which is passed onto the Reception staff for the provision they will move too.
- Ongoing formative assessments based on if a child has retained the learning taught.

### **Reception**

Staff in Nursery are required to complete the following assessments for each child:

- DfE Baseline assessment in the 17 Areas of learning within the first 6 weeks of a child starting in the provision.
- NELI Baseline assessment within the first 6 weeks of a child starting in the provision.
- Little Wandle Phonics Assessment at the end of each phase (roughly every 4 weeks).
- End of term assessments the 17 Areas of learning.
- DfE ELG end of EYFS assessments in the 17 Areas of learning.
- Ongoing formative assessments based on if a child has retained the learning taught.

### **SEN**

In addition to the assessments above, staff are required to complete the following reviews and assessments for each child with SEN:

- SEN support plans termly in the first half term, with a 'light touch' review in the second half term
- Where applicable, support the SENCO/EY Inclusion Lead with information for EHCP annual reviews.
- Where applicable, complete half-termly the 'DfE SEN Assessment Tools'

## **8. Behaviour and Positive Attitudes**

At Corporation Road, we aim to provide the best possible provision for every child, ensuring each child receives the support they need to thrive. Our EYFS practice is built on kindness and strong, trusting relationships between children, staff and families, recognising that secure relationships are the foundation for learning, wellbeing and independence. Our school motto, "*Work Hard, Be Kind,*" underpins everyday practice in the EYFS. We promote our core virtues of kindness, respect, resilience, honesty, independence and courage through our curriculum, policies and interactions. Positive attitudes to learning are encouraged through praise, encouragement, celebration and appropriate rewards, helping children to feel confident, valued and motivated as learners. Further details about this can be found in the school's 'Behaviour Policy'.

Sometimes it is necessary for children to have their own 'Positive Handling Plan'. The purpose of a Positive Handling Plan in the EYFS is to ensure that children are kept safe and supported during times of distress or challenging behaviour, using calm, respectful and proportionate responses. It sets out agreed strategies for prevention, de-escalation and, only when absolutely necessary, physical intervention, always prioritising the child's emotional wellbeing, dignity and rights. The plan helps adults respond consistently, build trusting relationships and support children to develop self-regulation skills within a nurturing and inclusive environment. These are reviewed at least termly.

## **9. Safeguarding**

Safeguarding is at the heart of our EYFS practice and underpins everything we do to ensure children are safe, secure and able to thrive. All staff have a shared responsibility to safeguard children and are vigilant to signs of abuse or neglect, taking prompt action in line with school procedures. Staff receive safeguarding training annually and regular updates to ensure their knowledge remains current and effective. Our safeguarding arrangements are fully aligned with *Keeping Children Safe in Education*, the Trust policy and the most recent updates to the EYFS Statutory Framework, ensuring that practice reflects national expectations and guidance. We ensure that children have three (or more) people on record to contact in an emergency. We work closely with families and external agencies to promote children's welfare and maintain a safe, nurturing environment at all times. Further details around safeguarding procedures are found in the Trust 'Child Protection and Safeguarding Policy'.

Regular attendance is essential to support children's learning, development, wellbeing and safeguarding in the Early Years Foundation Stage (EYFS). We work in close partnership with parents and carers to promote good attendance and expect families to inform the setting promptly of any absence. All absences are recorded and monitored. Where a child's absence is prolonged, frequent or unexplained, the setting will follow up promptly with parents/carers to establish the reason and ensure the child's welfare. If concerns remain and we are unable to make contact, or if there are safeguarding concerns, the setting will follow safeguarding procedures, which may include contacting emergency contacts and, where necessary, seeking advice from or making a referral to appropriate agencies. Attendance is monitored as part of our wider safeguarding responsibilities to ensure that all children are safe and well. More details can be found in the school 'Attendance Strategy' document.

Risk assessments are Trust produced and reviewed annually. Staff use these to support creating a safe environment for the children to learn. There is also a 'Daily Check' list that staff use each morning and as part of dynamic risk assessing.

## **10. Promoting Health and Personal Care Skills**

Supporting and encouraging personal care skills in the Early Years Foundation Stage (EYFS) is a vital part of promoting children's independence, confidence and overall well-being. Skills such as toilet training, brushing teeth and dressing are not only essential life skills, but also form the foundations for children to develop a positive sense of self, self-esteem and responsibility for their own bodies. When children are supported sensitively and consistently to manage their personal care, they begin to see themselves as capable learners who can meet their own needs.

Within the EYFS, developing personal care skills is closely linked to the Prime Area of Personal, Social and Emotional Development, as well as Physical Development. Through daily routines and positive adult role-modelling, children learn about hygiene, health and self-care in ways that are appropriate to their age and stage of development.

Encouragement, praise and clear routines help children feel safe and supported, particularly during significant milestones such as toilet training, which can be an emotional and challenging time for both children and families. By working in partnership with parents and carers, early years practitioners can ensure a consistent and respectful approach to personal care. This supports children to develop independence at their own pace, while also promoting dignity, respect and inclusion. Ultimately, strong personal care skills equip children with the confidence and readiness they need to participate fully in nursery life and prepare them for a smooth transition into the next stage of their learning journey.

Staff are vigilant to children's health and wellbeing. They monitor children closely and speak to parents/carers when they feel a professional health appointment may be needed e.g. sight test, hearing test etc. These conversations and the advice given is recorded on CPOMS so that it can be followed up with the Safeguarding Team if parents do not try and support the wellbeing of their child. The Early Years Inclusion Lead works with the school's Health Visitor Liaison to identify any children or families who need additional health support, where necessary school and the

health visiting team will conduct 2-year-old checks together. Parents can be signposted to Health Visitor ran short-courses around sleep, eating, behaviour, communication etc. The Reception teacher works closely with the school nurse for any children or families who need extra health support. Height and weight and eyesight checks are conducted annually in school by the relevant healthcare professionals in Reception. Annual influenza nasal sprays are offered in school to Reception children annually.

In school, we take part in the 'County Durham and Darlington NHS Foundation Trust' toothbrushing program. Children clean their teeth every day from Little Rockets to the end of KS1. As part of the toothbrushing programme, children are educated around good oral hygiene and how to look after their teeth. Staff are monitored are the programme NHS program leaders once a year. Reception children have their teeth checked in school annually.

Children EYFS, especially Little Rockets and Nursery, can need support with nappy changes, toileting and toilet training and clothing changes throughout their session. Guidelines, along with relevant paperwork such as 'Toileting Plans' and records are outlined in the Trust 'Intimate Care' policy. The dignity of children when toileting, changing etc is important and guidelines around this can be found in the 'Statutory framework for the early years foundation stage – For group and school-based providers: Setting the standards for learning, development and care for children from birth to five'.

Children and their families are encouraged to use the correct anatomical names for body parts. This is outlined in the PHSE Policy Documents and planning. Children are taught how to keep themselves safe, who to talk to if they don't and how to tell someone to 'stop' if they need to. NSPCC's PANTS resources are used throughout school to help with this alongside social stories.

Hygiene in general is seen as important in EYFS. Children are taught and reminded about good hygiene routines such as washing hands after toileting, playing outside, before eating etc. They are also taught how to catch sneezes and coughs and to dispose of tissues in the bin etc.

When children are hungry, their ability to learn decreases therefore all children throughout the school have the opportunity to have free breakfast in school, either through Breakfast Club, the Toast Shack or in the classroom. In EYFS, snack is available to the children each session as part of the 'Fruit and Vegetable' scheme. Little Rockets sit down together each session to each snack. In Nursey and Reception, snack is available throughout the session (always in the line of sight of an adult) and shared snack often occurs. Water is readily available all day and milk provided at snack and mealtimes. Reception children and 30-hours children have the option of a school lunch or to bring a packed lunch. School provided lunches are healthy and well planned for variety. Children who bring in packed lunch are given guidance as to what constitutes as a healthy packed lunch and parents/carers are spoken to if their child's lunch does not meet this standard. Children are shown how and encouraged to use cutlery to eat meals. All staff are trained in 'Food Hygiene' as required by Statutory framework for the early years foundation stage – For group and school-based providers: Setting the standards for learning, development and care for children from birth to five' in order to help and support EYFS children at snack and mealtimes.

Sometimes, children require additional care due to a SEN, disability or medical care need. When needed, staff undertake the appropriate training (e.g. manual handling, PEG feeding, diabetes management and care) to ensure that the child has the opportunity to engage in as much of the school experience as possible.

## **11. Transition**

Smooth transitions in schools play a crucial role in helping students feel secure, confident, and ready to learn. When children move between activities, classrooms, or year groups with clear structure and support, they experience less anxiety and are more able to focus on learning. Strong transition practices also strengthen relationships, build routines, and create a sense of belonging, which boosts both academic progress and emotional wellbeing. Thoughtful planning around effective school transitions can make the difference between a child feeling overwhelmed or empowered as they grow.

Home visits are conducted by relevant staff before children start in Little Rockets and Nursery. Information packs and forms are taken with the staff. The aim of these home visits are that the children and parents get to meet the staff in a familiar environment, easing some anxiety for the child when they come into school as they adults they recognise. Children are then invited into Little Rockets and Nursery for a visit with their parents before their start dates. Children in Little Rockets build up their time in the provision an hour at a time from their start date. Nursery children come straight into for the full session. Individual settling in timetables are made for children, in consultation with parents, where appropriate. Little Rockets who move into our Nursery setting have regular visits in their session time in the few weeks before their move date to help their transition run as smoothly as possible.

Before starting in the Reception class, children are invited into school with their parents for a welcome meeting. Children and families can meet the staff and see the environment they are going to be learning in. Children are then invited into school for a transition day in July. Children who already attend our Nursery who are transitioning in Reception also attend for this day. Children who need extra transition, whatever the reason, will be provided with a personalised transition timetable.

Reception and Year 1 teachers work together to make the transition from Early Years to KS 1 as smooth as possible. Each child's EYFS profile is passed on to the Year 1 teachers and discussed. The children spend time in Year one in July on a transition day.

When children move to another provision, staff here liaise with staff in the new provision, handing over any relevant documents etc. Staff attend the Darlington wide Nursery-Reception transition event held each year.

## **12. Home/School Links**

Staff are aware that all children need the support of both parents and teachers to make good progress in school. Staff strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. This starts with home visits for children who are starting in Little Rockets and Nursery with transition visits and parents before the children start in our provision.

Parents/carers are kept informed of how their child is progressing and any support they may need through the use of 2-year-old checks, parents/carer meetings, written reports and where appropriate, informal 'chats' at the start and end of the sessions as part of our 'open door' policy. Parents/carers and families are invited into school for such as curriculum information sessions, 'Rhyme Times', 'Stay and Play' sessions, performances such as the Christmas Nativity. Parents/carers are invited to come to the various fairs we have across the year. Parents/carers are invited to help with school trips. Communication apps are used in EYFS, 'Dojo' in Reception and 'Tapestry' in Little Rockets and Nursery to share learning with parents and carers. Parents hear about positive moments through certificates and 'shout out' postcards detailed in the behaviour policy. Newsletters are sent out half-termly, alongside the rest of the school.

'Care and Share' story books are given out pre-Reception, for adults to share with their child at home. Reception children take home a relevant stage reading book to be listened to read by an adult at home alongside a small amount of relevant homework. Parents are encouraged to write relevant comments in reading records and on homework sheets to liaise with school staff.