

# Christ Church NW1

## Early Years Foundation Stage (EYFS) Policy



January 2026

## **Vision and Values**



**The Christian faith is at the heart of our school community.  
At Christ Church we all care, learn and work together for God and others.**

**'For we are all God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do'. Ephesians 2:10**

**Our Christian Values are  
Creation, Community, Endurance, Thankfulness, Reconciliation, Wisdom**

The distinctive nature of our approach to education can be found in our explicit Christian values, our collective worship, our grounded Christian ethos, our carefully crafted curriculum and in our Religious Education.

We aim to provide ambitious learning opportunities, promoting achievement in every area and nurturing social, emotional and spiritual well-being.

We actively promote the children's cultural capital (defined as the acquisition of skills and knowledge, which an individual can draw on to give them an advantage in life). We will introduce them to strong role models who will impart their knowledge and wisdom to help the children engender an appreciation of human creativity and achievement and to become responsible local and global citizens.

Character and resilience are the qualities we promote within our children, developing the inner resources that we call on to help us in life. We instill these qualities in our children to make sure that they are ready to make their way in the world as robust, confident and inquisitive individuals.

We know that confidence, knowledge and skills will help them to become compassionate and well-balanced young people. We want them to take their place in society as active citizens, economically independent, exemplifying the British values of equality, mutual respect, democracy, individual liberty and rule of law.

We use our six Christian values, Creation, Wisdom, Thankfulness, Community Endurance and Reconciliation, to reinforce and enrich our teaching wherever applicable.

- **Creation**

For every house is built by someone, but God is the builder of everything. Hebrews 3:4

- **Wisdom**

For the LORD gives wisdom; from his mouth come knowledge and understanding. Proverbs 2:6

- **Thankfulness**

Give thanks to the LORD, for he is good; his love endures forever. 1 Chronicles 16:34

- **Community**

My command is this: Love each other as I have loved you. John 15:12

- **Endurance**

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Galatians 6:9

- **Reconciliation**

Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. Colossians 3:13

Our vision is inclusive and seeks to promote the whole child thrive within our Christ Church family.

Each member of our Christ church family; children, parents and staff are valued as God's creation. We believe in full inclusion and acceptance of all and that this allows every individual to flourish.



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*(If there are any changes to the EYFS statutory framework for group and school-based providers, this policy will be reviewed earlier in line with the new framework.)*

## **Introduction**

The Early Years Foundation Stage (EYFS) extends from birth to the end of the Reception year. Entry into our Nursery is in the term following a child's third birthday. Children enter Reception in the September following their fourth birthday. However, compulsory schooling does not begin until the start of the term after a child's fifth birthday.

The EYFS is based upon the following four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

## **A Unique Child**

At Christ Church, we believe that every child is a competent learner who is capable, confident, and self-assured. We recognise that children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social, and emotional – is equally important.

## **Inclusion**

The diversity of individuals and families is valued and respected. No child or family is discriminated against. All children are listened to and valued at Christ Church. They are treated fairly regardless of race, religion, or ability.

Practitioners in the EYFS must ensure that their own knowledge about different cultural groups is up to date and consider their own attitudes towards people who are different from themselves.

We recognise that some children's development may be at risk. Such children include those who are disabled, those with special educational needs, children from socially excluded families, children from linguistically diverse backgrounds, and children of asylum seekers or refugees. Children with such backgrounds will be carefully considered and planned for.

Children for whom we receive additional funding in the form of Pupil Premium will receive additional support. The Pupil Premium may be spent in different ways to support children. For example, additional adult support may be funded through Pupil Premium money, as may educational visits or resources for schemes that support a child's development in a certain area, such as NELI (Nuffield Early Language Intervention) to promote speech and language development.

Early support is important for children who are not developing as expected. Therefore, identifying the need for extra support early on is crucial. Conversations with parents and carers regarding support for children must always be sensitive and involve a two-way exchange of information. Extra support for a child may take place within the classroom, and/or help from specialists may be sought. In such cases, the classroom teacher will liaise with the SENCO to ensure that help is received (see the Inclusion Policy for more details).

In the EYFS, we have realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups, and those from diverse linguistic backgrounds.

**We meet the needs of all our children through:**

- planning opportunities that build upon and extend children’s knowledge, experience, and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s learning needs;
- providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources that reflect diversity and are free from discrimination and stereotyping;
- monitoring children’s progress and taking action to provide support as necessary.

**Welfare**

At Christ Church, we recognise that children’s health is an integral part of their emotional, mental, social, environmental, and spiritual well-being. We support children’s health by ensuring they have a clean and safe environment when at school, appropriate clothing for activities, and access to the outdoors.

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules, and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological wellbeing of all children.

In line with the Early Years Foundation Stage Statutory Framework for group and school-based providers (September 2025), there must be at least one paediatric first aid trained member of staff on the premises at all times. There must also be a paediatric first aider on all educational visits. 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 the required staff–child ratios at Level 2 or Level 3 in an Early Years setting. To continue to be included in the ratio requirement, the certificate must be renewed every three years.

**Transitions**

One of the ways in which we aim to provide stability for children and make them feel safe is through the management of transitions.

**When starting Nursery:**

- parents and carers can attend a new parent/carer meeting and have a tour of the school.
- parents and children are invited to spend an afternoon in our setting as part of their transition.

- parents and carers can choose between a meeting in their own home or at school. The aim of this meeting is for parents, carers, and practitioners to share information about the child.
- children may have a staggered settling-in period, meaning that on their first day they attend for only an hour, and this is gradually built up until they attend school full time.
- practitioners meet with staff at previous settings that the child has attended, if they have been to a nursery before.

The transition from Nursery to Reception is made smoother for children who attend our Nursery, as Nursery and Reception children share the outdoor area. They also spend some time in the Reception classroom in the summer term before moving to Reception in September.

#### **For children starting Reception who have not attended Christ Church Nursery:**

- parents and carers can attend a new parent/carer meeting and have a tour of the school.
- parents and carers are invited to a meeting in school. The aim of this meeting is for the practitioner and parents/carers to share information about the child.
- as part of the transition, the child is invited to spend a morning or afternoon in the Reception class in the summer term before starting in September.

Children are prepared for the move from the EYFS into Key Stage 1 in the following ways:

- in the summer term, children will spend time in the Year 1 classroom, getting to know their new environment. Whenever possible, they will spend this time with their new class teacher.
- in the autumn term of Year 1, children will still have access to a play-based curriculum to ensure continuity.
- children become familiar with the Key Stage 1 support staff through working with them in small groups for guided reading, phonics, and interventions.

#### **Positive Relationships**

At Christ Church, we recognise that children learn to be strong and independent from a base of secure relationships. We aim to develop caring, respectful, and professional relationships with the children and their families. We also seek to show children how to interact with one another by providing positive role models.

#### **Parents as Partners**

Parents are children's first and most enduring educators. When parents and practitioners work together in an early years setting, the results have a positive impact on children's learning and development.

We aim to build a positive relationship with families by:

- ensuring that each child has a named key person (in Nursery) with whom the parent or carer can discuss their child.
- being available to speak with parents and carers on an informal basis at the beginning and end of the school day, and making appointments to meet to discuss issues in depth.
- offering a visit to all families within their home before the child starts school.
- inviting all parents and carers to a meeting in the term before their child starts school.
- holding settling-in meetings with parents and carers six weeks after their child has started school to seek their views on how their child has settled and to gain information on how to

help their child further.

- having a staggered settling-in process which ensures children feel safe and secure.
- ensuring that children have an extended settling-in period if this is beneficial to their well-being, and discussing this with parents and carers.
- holding regular stay-and-play sessions, during which parents and carers are invited to spend time at school, playing with their children and looking at their progress in the portfolio.
- inviting parents and carers to come on out-of-school trips, to watch class assemblies, and to come to Sports Day.
- encouraging parents to contribute to portfolios.

### **The Key Person**

All staff will build positive relationships with all children. However, each child will also have a named key person. In Nursery, this will be the Nursery Manager. In Reception, the class teacher is the key person for all children. The key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for, and building relationships with their parents.

The key person will:

- support children with settling into the environment and prepare them for transitions.
- take responsibility for the child's assessment, including the portfolio.
- plan or suggest activities which cater for the child's needs and interests.
- share information with the child's parents and/or carers.

However, given that there will be times when a child's key person is not available, and that it is essential that all staff in the EYFS work together, it is not expected that the key person alone will carry out these tasks. All staff record observations for all children, contribute to planning, comfort and interact with children, and communicate with parents.

### **Behaviour**

At Christ Church, we promote the positive behaviour of all children. We praise and reward children for behaving in a positive manner and explain what positive behaviour looks like. Sometimes, in extreme cases of inappropriate behaviour such as hitting or otherwise hurting others, children may need to be sanctioned in order to help them understand the consequences of their behaviour. Such sanctions may include spending time in another class or having 'time out' in class but away from other children. This time will always be in proportion to the child's age, so that if the child is three years old they will receive a three-minute 'time out', for example. Following the 'time out', an adult will speak to the child about how to behave positively in the future.

### **Physical Intervention**

On very rare occasions, physical intervention may be required to ensure the safety and well-being of all children. Examples of this may include removing a child from an area if they are about to be hit by a falling object, or lifting a child to remove them from a situation if they are hitting another child. All cases of physical intervention are recorded and will be reported to parents on the same day, or as soon as is reasonably practicable (see Physical Intervention Policy).

### **Enabling Environments**

'Children are unique and holistic learners, thriving within environments that support their individual and diverse motivations, interests, and needs. They require a wealth of possibilities within varied contexts, and this is best supported within stimulating and challenging environments that value exploration and play.'

*Birth to 5 Matters (2021)*

Adult-led and independent activities are planned and resourced for the inside and outside areas. Children have access to high-quality resources in both the indoor and outdoor environments, which are accessible every day, regardless of the weather.

### **Observation, Assessment and Planning**

Long-term planning consists of broad themes for the year. Activities around these themes are then recorded on the medium-term plan for each half term. These activities are then included in weekly short-term plans.

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

Observations are often carried out incidentally. A practitioner will record something a child has said or done if they feel it shows significant progress or achievement by the child. Some observations are planned and involve a practitioner observing a child for a specified period and assessing the learning and understanding demonstrated by the child. Observations may be carried out during focused activities which are led by an adult, or whilst the child is playing freely.

Observations make up formative assessment in the EYFS. Summative assessment is carried out once a term. Summative assessment is completed by looking through the non-statutory *Birth to 5 Matters* document and deciding which range is the 'best fit' for each child in each area. For example, it may be decided that, in the Making Relationships strand of PSED, a child is working within Range 5. It is then up to practitioners to decide whether a child is 'emerging' in that range, 'working within' it, or whether they are 'secure'. Practitioners must use their professional judgement and knowledge of the child to support them in doing this.

Practitioners' judgements of children's attainment are moderated in the following ways:

- in school during EYFS meetings, when all members of EYFS staff contribute to summative assessment decisions. These meetings take place termly.
- in school during whole staff meetings when teaching staff moderate judgements. These

meetings take place yearly.

- with 6–8 other Camden schools during moderation locality cluster meetings. These meetings occur termly.
- with other Camden schools during Local Authority moderation sessions. These meetings take place yearly.

At the end of Reception, all children are assessed against the seventeen Early Learning Goals. The Early Years Leader, with input from other staff in the EYFS, will decide whether each child has met the Early Learning Goal in each strand and is therefore at the 'Expected' level or 'Emerging' for each Early Learning Goal.

A brief written summary of children's progress is sent to parents or carers in the Spring term. This is followed by a more detailed report in the Summer term. Parents of children in Reception will be informed of whether their child has met, exceeded, or is emerging towards the Early Learning Goals.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

### **The Learning Environment**

A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces. The Nursery and Reception classrooms are organised in a way which encourages children to be as independent as possible. The classrooms have areas which promote learning in all seven areas of the curriculum and allow children easy access to resources.

Teaching and learning take place in a range of contexts, including adult-led small-group activities, one-to-one work, and some whole-class sessions on the carpet. However, time for children to choose activities and play independently is crucial, as this is the time when they can apply their knowledge and learning.

Children in the EYFS also have access to an outdoor area. We recognise that being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development. It also offers opportunities for doing things in different ways and on different scales than when indoors. Outdoor play offers children the freedom to explore, use their senses, and be physically active and exuberant. It gives children first-hand contact with weather, seasons, and the natural world, and therefore children use the outdoor area regardless of the weather, with appropriate clothing supplied and worn.

### **Learning and Development**

'Young children's development does not follow a predictable step-by-step sequence, and each child will have their own unique pathway, progression, and momentum.'

*Birth to 5 Matters (2021)*

### **Play and Exploration**

Play is of utmost importance to young children and their learning. Through play, children can try things out, solve problems, take risks, and use trial and error to find solutions. They build upon their own experiences to learn new concepts and skills. Through playing with others, children also learn how to interact with others.

Practitioners plan for and support children's play and always intervene if play is racist, sexist, or in any way unsafe, violent, bullying, or offensive. By getting involved in children's play, practitioners can also extend and develop children's language and communication skills.

### **Creative and Critical Thinking**

Creativity must be encouraged throughout the curriculum, not just in the arts. There may not be an end outcome such as a picture, song, or play, and it is difficult for children to be creative if they are making a piece of work which looks just like everyone else's.

Practitioners at Christ Church encourage children's creativity by talking them through processes and getting involved in thinking with children. Adults must show genuine interest in what children are doing, offer them encouragement, and ask open questions.

Practitioners also support children's exploration by allowing them to transport resources around the indoor and outdoor areas, using them in new ways.

### **Areas of Learning**

The EYFS curriculum consists of seven areas of learning. All seven areas are equally important and are interrelated. For example, handwriting, which falls within the area of Literacy, is closely linked with the skill of being able to hold an implement in one hand, which is covered in Physical Development.

However, there are three areas of learning which children must develop first in order for other learning to take place. These three areas are called the *prime areas of learning* and are:

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

The other four areas of learning are called the *specific areas* and are:

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

All areas are delivered through a balance of independent and adult-led activities. At Christ Church we have chosen to follow the non-statutory framework of Birth to 5 matters, allowing us to track, monitor and assess the progress of children across Ranges 1-6. The Early Learning Goals in the EYFS Statutory Framework outline what children are expected to achieve by the end of their time in Reception.

### **Foundational Skills**

At Christ Church, we recognise the importance of developing strong foundational skills in the early years as the basis for future learning. We have created a Foundational Skills Progression document for children in EYFS, which outlines the key skills we expect children to develop across each term of the Early Years Foundation Stage at Christ Church. These skills are carefully aligned with the non-statutory Birth to 5 Matters guidance and are also linked to the Department for Education's A Stronger Start in the First Years of School document. This ensures that our curriculum supports children's development in a structured, research-informed way while meeting national expectations for early learning.

### **Staff in the EYFS**

The main aim of all staff working within the EYFS at Christ Church is to promote the learning, well-being, and overall development of all children.

### **Safeguarding**

All staff working in the EYFS shall have up-to-date safeguarding training and be familiar with the school safeguarding policy.

### **Ratios**

In the Nursery class, which is attended by children aged three years and above, there must be one adult with Qualified Teacher Status or an equivalent Level 6 qualification. There must be one adult for every 13 children. To count within the ratios at Level 3, staff holding an Early Years Educator qualification must also have achieved a suitable Level 2 qualification in English.

The Reception class is subject to the School Admissions (Infant Class Size) Regulations 2012, which state that there must be one adult with Qualified Teacher Status and no more than 30 children.

### **Language**

One of the main aims of staff working in the EYFS is to promote the speech and language development of children. It is crucial that staff working in the EYFS have sufficient understanding and use of English to ensure the well-being of children. For example, staff must be able to summon help in an emergency, keep records, and understand instructions for the administration of medicines in English, in line with the Early Years Foundation Stage Statutory Framework for Group and School-Based Providers (2025).

### **Training**

Christ Church will ensure that all staff working in the EYFS receive training in child protection and safeguarding, and that all staff are aware of our emergency evacuation procedure, health and safety issues, and our Equality Policy. Staff shall also be supported in understanding their roles and responsibilities.

The teachers and Nursery Manager will attend weekly INSET sessions on Mondays from 3:45–5:00 pm. All staff working in the EYFS will attend fortnightly EYFS meetings, which include planning, assessment, and training, on Tuesdays from 3:35–4:15 pm.

In addition to this, staff are encouraged to attend training sessions led by the Local Authority, London Diocesan Board for Schools, and other external providers. The training may be identified as an area of development by the EYFS Leader or SLT. Alternatively, a staff member may request to attend a course which would support them in meeting a Performance Management target or addressing an area of development in the EYFS action plan, for example.

### **Fitness for Work**

Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice.

The EYFS Leader and SLT must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored out of the reach of children at all times.

### **Safer Eating**

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
  - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs

- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

**Monitoring and Review**

It is the responsibility of all staff in the EYFS to follow the principles stated in this policy. The Executive Headteacher, Head of School and EYFS Leader will monitor its effectiveness.