



St Michael's
C.E. Primary School

Early Years Foundation Stage

Policy

Last reviewed on:	October 2025
Next review due by:	September 2026

1. Our Theologically Rooted Christian Vision

Courage to Flourish in the Love of God

‘I have come that [you] may have life, and have it to the full’ (John 10:10)

[Therefore],

‘Be strong and courageous... the Lord your God will be with you wherever you go.’ (Joshua 1:9)

These biblical texts underpin our vision summary, ‘Courage to flourish in the love of God’. Jesus’ words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God’s words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of ‘life in all its fullness’ for everyone. To support our vision, we have seven overarching Christian values:

<u>Value</u>	<u>Biblical texts that underpin our values</u>
	Philippians 4:13 ‘I can do all things through him who strengthens me.’

	John 1:5 ‘The light shines in the darkness, and the darkness has not overcome it.’
 	1 Corinthians 13:4-8 ‘Love is patient and kind... it does not rejoice at wrongdoing but rejoices with the truth.’ 1 John 1:9 ‘If we confess our sins, he is faithful and just and will forgive us’
	Proverbs 3:5-6 ‘Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.’
	Hebrews 10:24 ‘Let us be concerned for one another, to help one another to show love and to do good.’
	1 Thessalonians 5:18 ‘Be thankful in all circumstances, for this is God’s will for you’

2. Intent

At St Michael’s, we are passionate about ensuring that our pupils develop a solid foundation for learning that provides them with the best possible start to life. We aim to give each child a happy, positive and enjoyable start to their school life within a safe, secure and stimulating environment.

We recognise that features of high-quality early education include:

- The best experience for every child, no matter their background or previous experiences.
- High quality care, with relationships at the centre of our practice enabling strong attachments to be formed, so that each child feels safe, loved and cared for.
- A carefully sequenced curriculum that is flexible and driven by children's needs and interests, with communication and language development at the core.
- An effective pedagogy based on learning through high quality play.
- A well-planned and organised enabling environment (indoors and outdoors), with skilled practitioners who interact with children sensitively and proactively in their play counterbalanced with planned, guided learning.
- Accurate assessment which identifies a child's progress and quickly supports practitioners to notice if a child needs additional support in order to minimise and narrow gaps through adapting provision and additional teaching as appropriate.
- An ethos which supports a child to self-regulate and fosters the characteristics of effective learning.
- Parental involvement as a crucial support with a quality home learning environment making a significant difference to children's progress.

3. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

4. Legislation

This policy is based on requirements set out in the [Early Years Foundation Stage Statutory Framework](#).

5. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to five years old. In our school, children can join us from Nursery (3-4 years old) and Reception (4-5 years old). Our early years provision includes one 26 place Nursery class and two 30 place Reception classes. All three of our EYFS classes comprise of a full-time class teacher and teaching assistant.

6. Admissions

Nursery

St Michael's Nursery welcomes children in the term after their 3rd birthday. We offer both a September and January (rising 3's) intake each academic year. Each child is entitled to a 15-hour place which is available as all day Monday, all day Tuesday and Wednesday morning or Wednesday afternoon, all day Thursday and all day Friday. For parents who meet the 30 hours criteria, we provide funded full-time places for pupils to attend Nursery Monday to Friday. Additionally, we offer top-up sessions at a charge of £12.50 per session, with parents invoiced half termly with the agreement of payment being received by the school office on a weekly basis. If parents wish to use their funded 15-hour place on different days or sessions, this must be agreed with the school in advance. For those eligible for 30 hours, there is an additional charge of £6.50 per week to cover the cost of lunch.

Reception

We admit children into our Reception class in the September after their 4th birthday. Reception places are full-time Monday to Friday and we are able to offer 60 places. Parents/carers must register with Birmingham City Council to apply for their child to attend the school of their choice and these places are given following St Michael's admission criteria below. All information regarding applying for Reception is sent directly from Birmingham School Admissions and children who attend St Michael's Nursery must still apply through them for a place in Reception.

We also offer an opportunity for our Nursery pupils working at or above age related expectations in the summer term to move into the Reception class as part of our rising 4's transition strategy. They will therefore spend a year and a term in Reception.

Our Admissions Criteria

Priority 1: Children looked after by a Local Authority (in accordance with section 22 of the Children Act 1989) and children who were previously looked after but ceased to be so because they were adopted or became subject to a child arrangements or special guardianship order. This includes those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

Priority 2: Children whose parent/guardian regularly attends the local Church of St Michael's and All Angels. We define regular as meaning once a month for a one-year period prior to the point of application and this will be confirmed by completion of the Supplementary Information Form (see Admissions Policy).

Priority 3: Children with a brother or sister who will be attending the school at the time of admission and who live at the same address.

Priority 4: Children whose parent/guardian regularly attends any "other Christian church". We define regular as meaning once a month for a one-year period prior to the point of application and this will be

confirmed by a Supplementary Information Form (SIF). For the purposes of these admission arrangements 'other Christian church' means a church which is Designated under the Ecumenical Relations Measure 2018, nationally by the Archbishops of Canterbury and York, or locally by the diocesan bishop, or which is a member of Churches Together in England or affiliated to the Evangelical Alliance or a Partner Church of Affinity.

Priority 5: Children who live nearest to the school.

Please see our [Admissions Policy](#) for further information.

7. Curriculum

Our early years follows the standards outlined in the latest version of the EYFS Statutory Framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world

- Expressive arts and design

For each area of learning, there are a set of early learning goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.

Planning

We aim to provide experiences that help pupils to develop a range of skills but particularly their communication skills and vocabulary. Pupils are provided with opportunities to actively participate, explore and question things. We also have a strong emphasis on the social development of our pupils as part of our school community, and our Christian school values are weaved into our curriculum.

Each half term there is a new topic, big question and vehicle text that stimulates learning. Pupils are immersed in the topic to engage, motivate and provide context for their learning. Staff plan activities and experiences that enable pupils 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 consider the individual needs, interests, and stage of development of each child in the class and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Planning also follows the children's interests so they can lead, take ownership and become immersed in their learning. We support the children to develop their skills progressively in exciting, fun and creative ways to achieve the highest standards possible.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a combination of adult-led and child-initiated activities. Adult-led activities focus on developing solid reading, writing and maths skills. All adult-led activities are specific to children's needs and provide appropriate challenge. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for learning in Year 1.

We recognise the importance of the learning environment. Our daily continuous provision is carefully planned to meet and challenge the developmental needs of all our pupils. The pupils freely choose activities that interest them, and staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. Staff are trained to observe and push children's learning forward at all times through high quality interactions and higher order questioning.

Pupils have access to the outdoor learning provision daily and this provides them with opportunities to develop a range of skills. All children at St Michael's can explore the outdoor learning environment whatever the weather. Staff join the children's play and skillfully respond to move their learning forward.

Provision for Rising 3's

At St Michael's, we recognise the importance of providing a nurturing and stimulating environment for our rising 3's, who typically join us as part of our January nursery intake. These children, who will turn three during the academic year, typically spend a year and two terms in our nursery setting. This critical stage in early childhood development is supported by our commitment to the principles of the EYFS, ensuring that we create an inclusive environment where every child can thrive, feel secure, and develop a love for learning.

Our curriculum for rising 3s is designed to be engaging and responsive to the individual needs of each child. We focus on providing a rich variety of play-based learning opportunities that promote exploration, creativity, and social interaction. Activities are tailored to encourage the development of key skills in communication, physical coordination, and emotional regulation. We ensure that our learning environment is safe, welcoming, and equipped with resources that stimulate curiosity and support independent learning.

Provision for Rising 4's

Our Rising 4's provision is designed to support children who will spend a year and a term in Reception, starting in the summer term. These children are those that have turned 4 by the end of the Spring term and are working at or above age related expectations in all areas of learning (prime and specific areas). We have carefully structured our curriculum to provide these pupils with opportunities to further deepen and embed their learning, ensuring they are fully prepared for Reception. These children will primarily be working within the Range 5 band of the Birth to 5 Matters framework, and our curriculum will be adapted accordingly to meet their developmental needs.

By tailoring our approach to the specific guidance of the Birth to 5 Matters framework, we can offer targeted support that aligns with the children's current stage of development. This not only aids in their transition and settling into Reception but also ensures that they continue to build on their existing knowledge and skills. Our goal is to create a smooth and supportive transition for our Rising 4's, fostering a positive and enriching learning environment that sets the foundation for their future success in school.

Please read our [Curriculum Rationale](#) for further information regarding teaching and learning in EYFS.

8. Assessment

Within the first 6 weeks that a child starts reception, staff will administer the [Reception Baseline Assessment \(RBA\)](#). This is an age-appropriate assessment of maths, literacy, communication and language skills.

Ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Staff use the [Birth to 5 Matters non-statutory guidance](#) to support with daily assessments. We also use this guidance to track which range each child is working at.

At the end of the EYFS, staff complete the [EYFS Profile](#) for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally and in partnership with other local schools and BDMAT schools, to ensure consistent assessment judgements.

9. Working with parents and carers

Parent Partnership

We recognise that children learn and develop well when there's a strong partnership between staff and parents/carers. We offer a range of opportunities where parents are invited to come into class and participate in activities with their child. Parents are also invited to join us for assemblies and

celebrations over the year. Parents have access to our website and school newsletters which offer support and information.

Parents are kept up to date with their child's progress and development. Staff make regular contact with parents and learning observations are often shared. Throughout the school year, parents are invited to attend Pupil Progress Meetings. This is a good opportunity for parents to meet with their child's class teacher to discuss the progress their child is making and their next steps to improve.

The EYFS Profile helps to provide parents with a well-rounded picture of their child's knowledge, understanding and abilities. All parents receive an end of year report on their child's progress.

Parents can also speak to any member of the EYFS team when dropping off or collecting children from school or can make an appointment to meet with staff at a convenient time.

Key Person

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person seeks to engage and support parents and/or carers in guiding their child's development at home. The class teacher always remains responsible for all children within their class.

10. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

Ratios

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For our Nursery class, we have at least 1 member of staff for every 13 children. This includes a qualified teacher and a teaching assistant.
- For our Reception classes, we comply with infant class size legislation and have at least 1 teacher per 30 pupils. Both of our Reception classes have a qualified teacher and a teaching assistant.

Health and Hygiene

Our EYFS staff have undertaken Food Safety and Hygiene Training and hold food hygiene certificates. They are equipped to provide healthy snacks and drinks for children as necessary.

Children in Nursery and Reception are offered water, milk and fruit during snack time. They can also order toast which is a cost of 25p per day. Children bring water bottles to school that they can access throughout the day. At lunchtimes, children in Reception either bring a packed lunch or will receive a free school meal. Parents are encouraged to pack healthy lunch boxes. Our school cook offers a variety of healthy lunch options each day from which children can choose. School meal menus are available on our school website.

We keep an up-to-date list of any allergies/preferences to prevent children eating forbidden foods. This information is displayed in classrooms and the school kitchen are made aware of all needs. Parents are required to share this information on induction forms and during introductory meetings. Parents should keep the school updated with any allergies or dietary changes that differ from induction forms.

We promote good oral health, as well as good health in general, in the early years by teaching children about:

- eating a healthy and balanced diet.
- the effects of eating too many sweet things.
- the importance of brushing your teeth.
- the importance of exercise.
- how to cross the road safely.
- how to wash their hands.
- how to maintain good hygiene,
- the importance of screen time.
- the importance of sleep.

Food Safety

We're committed to keeping your child safe and healthy during mealtimes and follow the Department for Education's Food Safety Guidance for early years providers.

We have made the following adaptations to our provision:

- Grapes, strawberries and cherry tomatoes: Cut lengthways into quarters.
- Sausages: Sliced lengthways and then into smaller pieces.
- Hard fruits/vegetables (e.g raw carrots or apples): Sliced.
- Large fruits (e.g melon): Cut into slices, not chunks.
- Bread: cut into strips

We ask parents that provide a packed lunch for their child to ensure the food is chopped appropriately to support our staff to keep your children safe.

Children will be supervised by a Paediatric First Aider when eating and the staff who are responsible for cutting fruit are trained in food safety.

Medicines

Parents are requested to inform staff of any medical problems on induction forms and during introductory meetings. We then provide families with any additional support needed in terms of specific medical conditions and appointments. If a child has a specific medical problem, a health care plan will be put in place following consultations with the child's family and school nurse or health visitor.

Health details and care plans are kept online to ensure that all staff are aware of any issues. Staff will obtain written permission from parents/carers before administering any medicines. Only prescribed medicines will be administered.

Staff will supervise and provide help, if required, for children using an inhaler. Inhalers are kept in a designated area to ensure access and will be taken wherever the child goes. It is the parents' responsibility to ensure that inhalers are up to date.

Staff receive annual training for epilepsy/epi pen usage.

First Aid

We have at least two members of staff with a current Paediatric First Aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

Intimate Care

In Nursery and Reception classrooms, children have access to their own toileting facilities, and we teach the children the importance of hygiene and hand washing techniques.

There are occasions when a child may wet or soil themselves at school. Whilst there is no compulsion on the school to deal with a problem of this nature, the school will never leave a child in this condition if possible.

In the event of a toileting accident, the school will take the following steps:

- Where appropriate the child will sort the problem themselves.
- Where possible children will change into spare clothes.
- If necessary, the parent/carer will be contacted to come into school and support their child to change.
- If no-one can be contacted two volunteer members of staff will be requested to help the child. Parents will be informed of this.
- If the problem is consistent then a meeting may be required between the AHT for Inclusion and the parent/carer.

Parents/carers will always be contacted when their child has had an accident. Depending on the severity of the accident, parents may be asked to come to school and support their child to change and/or take them home.

Use of Mobile Phones and Cameras

Personal mobile phones, cameras and video recording equipment cannot be used when in the presence of children on school premises. Staff are provided with a school iPad to ensure that only cameras and digital devices belonging to the school are used to take appropriate and relevant images of children.

Additional Policies

The policies listed below are followed in accordance with this policy to ensure the safeguarding of all pupils in our school:

- The school's Child Protection and Safeguarding policy
- BDMAT Intimate Care policy
- BDMAT Staff Code of Conduct
- BDMAT Induction policy
- BDMAT Preventing Radicalisation policy
- BDMAT Recruitment and Selection policy
- BDMAT Drug and Alcohol policy
- BDMAT Health and Safety policy
- The school's First Aid and Medicines in School policy
- BDMAT Supporting Pupil at School with Medical Conditions policy
- BDMAT Educational Visits policy
- The school's SEND policy and SEND Information Report
- The school's Before/After School Provision policy
- BDMAT Acceptable Use of IT policy
- BDMAT Complaints Procedure policy

All the above policies can be accessed via our [school website](#) and the [BDMAT website](#).

11. Transition arrangements

At St Michael's, we understand that transitions can be a significant milestone in a child's educational journey. Our transition arrangements are designed to ensure that every pupil feels supported, secure, and ready to embrace new learning experiences. Below are the detailed transition arrangements for Nursery, Reception, and Year 1.

Transition to Nursery

- **Home Visits:** We conduct home visits to establish a personal connection with each child and their family. This allows us to understand their individual needs and provide tailored support from the outset.
- **Staggered Start:** To help children acclimatise to the nursery environment, we implement a staggered start. This approach allows for smaller groups of children to begin their nursery experience gradually, easing their transition.
- **Parent Induction Meeting:** We hold an induction meeting for parents to discuss the nursery's ethos, expectations, and routines. This meeting provides an opportunity for parents to ask questions and engage with staff.
- **Transition Poster:** A transition poster is sent home, featuring photos of the nursery staff and the classroom environment. This visual aid helps children become familiar with their new setting.
- **Parent Handbook:** Each family receives a parent handbook that outlines important information about the nursery, including policies, routines, and curriculum information.

Transition to Reception

- **Home Visits:** For children new to the school who did not attend our nursery, we conduct home visits to build rapport and gather insights into their needs.
- **Staggered Start:** Similar to nursery, we implement a staggered start to support children in adjusting to the Reception class environment.
- **Parent Induction Meeting:** An induction meeting is held for parents to introduce them to the Reception curriculum, expectations, and how they can support their child's learning at home.
- **Stay and Play Sessions:** We organise stay and play sessions, allowing parents and children to experience the classroom together. This encourages a sense of belonging and community.

- **Transition Poster:** A transition poster is sent home, showcasing photos of the Reception staff and the classroom/school. This helps children recall their new environment.
- **Wellbeing Check-Ins:** During the summer holidays, we offer phone call wellbeing check-ins through the Developing Local Partnership project. This initiative ensures that families feel supported and connected before starting school.
- **Meet the Teacher Meeting:** At the start of the school year, we hold a meet the teacher meeting where parents can meet their child's teacher and discuss any concerns or questions.
- **Parent Handbook:** A comprehensive parent handbook is provided, containing essential information about the Reception year, including routines, policies, and ways to support learning at home.

Transition to Year 1

- **Similar Timetable and Routines:** The transition to Year 1 includes a similar timetable and routines to those in Reception during the autumn term, ensuring continuity in learning.
- **Play-Based Approach:** We maintain a play-based approach to teaching and learning, fostering engagement and exploration in the classroom.
- **Continuous Provision:** The classroom environment is set up for continuous provision, allowing pupils to choose their activities and engage in self-directed learning.
- **Gradual Move to Formal Learning:** As children demonstrate readiness, we gradually introduce more formal learning experiences. This includes structured activities that build on their interests and skills, ensuring that the transition is smooth and appropriate for each child's developmental stage.
- **Transition Morning:** A dedicated transition morning is organised for pupils to spend time in their new Year 1 class, helping them to become familiar with their new environment and teachers.
- **Transition Poster:** A transition poster is sent home, featuring photos of Year 1 staff and the classroom/school. This visual resource aids in easing any anxieties about the change.

- **Meet the Teacher Meeting:** A meet the teacher meeting is held to introduce parents to the Year 1 teacher and discuss expectations for the year ahead.
- **Parent Handbook:** A parent handbook is provided, detailing important information about the Year 1 curriculum, routines, and ways to support their child's learning.

12. Monitoring

This policy will be reviewed every 2 years. At every review, the policy will be shared with the Local Academy Board for approval.