



St Michael's
C.E. Primary School

Early Years Foundation Stage Policy

Last reviewed: September 2026
Next review due: September 2027



"Courage to Flourish in the Love of God"

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)



*"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:

COURAGE



Phillippians 4:13

"I can do all things
through him who
strengthens me."

HOPE



John 1:5

"The light shines in
the darkness, and the
darkness has not
overcome it."

LOVE



1 Corinthians 13:4-8

"Love is patient and kind...
it does not rejoice at
wrongdoing but rejoices
with the truth."

FORGIVENESS



1 John 1:9

"If we confess our sins,
he is faithful and just
and will forgive us"

TRUST



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."

COMMUNITY



Hebrews 10:24

"Let us be concerned for
one another, to help
one another to show
love and to do good."

THANKFULNESS



1 Thessalonians 5:18

"Be thankful in all
circumstances, for
this is God's will for you"

1. Intent

At St Michael's C.E. Primary School, our Early Years curriculum is designed to give every child the strong foundations they need to flourish. Rooted in our Christian vision, "Courage to Flourish in the Love of God," we want children to feel safe, valued, confident and ready to learn.

Our curriculum reflects the needs of our school community, where children begin their Early Years journey with varied starting points and experiences. We therefore prioritise language development, secure relationships, independence, self-care, confidence and meaningful first-hand experiences from the very beginning.

We aim for children to leave the Early Years as curious, independent and resilient learners who can communicate their ideas, build positive relationships, manage their feelings and personal needs, and engage confidently with the world around them.

Our curriculum prioritises the foundational knowledge, vocabulary, skills and learning behaviours children need for future success. In Nursery, this begins with secure relationships, communication and language, PSED, physical development, independence and self-care. In Reception, these foundations are built upon through early reading, writing, mathematics and wider curriculum knowledge, preparing children for Year 1 and beyond.

We are ambitious for all children, regardless of their starting points, backgrounds or needs. Our intent is that every child develops the confidence, language, knowledge, skills and sense of belonging they need to thrive in EYFS and continue to flourish throughout their education.

2. 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

3. Legislation

This policy is based on requirements set out in the Early Years Foundation Stage Statutory Framework.

4. 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.

5. Admissions

Nursery

St Michael's Nursery welcomes children in the term after their third birthday. We offer a September intake and additional Rising 3s intakes during the Spring and Summer terms, depending on availability and admissions arrangements.

Each child is entitled to a 15-hour funded Nursery place. Our 15-hour offer is usually available as:

- Option 1: all day Monday, all day Tuesday and Wednesday morning
- Option 2: Wednesday afternoon, all day Thursday and all day Friday

Parents who meet the 30-hour eligibility criteria may access a funded full-time place, Monday to Friday. For children attending 30 hours, there is an additional weekly charge of £6.50 to cover the cost of Wednesday lunchtime supervision. Alternatively, parents may collect their child for lunch and return them after the lunch period to avoid this charge.

Additional Nursery sessions may be available at a charge of £12.50 per session, subject to availability. Parents are invoiced half-termly, with payment arrangements agreed through the school office.

If parents wish to use their funded 15-hour place across different days or sessions, this must be agreed with the school in advance and will depend on availability and staffing.

Late collection from Nursery beyond 15 minutes will incur a charge of £5 per instance.

Reception

Children are admitted into Reception in the September after their fourth birthday. Reception places are full-time, Monday to Friday, and the school is able to offer 60 Reception places.

Parents and carers must apply for a Reception place through Birmingham City Council School Admissions. Children who attend St Michael's Nursery must still apply through Birmingham City Council for a Reception place.

Please see our Admissions Policy for further information.

6. 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

Our EYFS curriculum is organised through half-termly themes, big questions, vehicle texts, enrichment texts, vocabulary, rhymes, songs, visits and first-hand experiences. These provide meaningful contexts for learning and support progression from Nursery, through Reception and into Year 1.

Themes and big questions are carefully sequenced from Nursery to Reception. They are based on children's starting points, our school context and the knowledge, vocabulary and experiences we want children to build over time. They are not stand-alone topics; they help children revisit and deepen key concepts as they move through EYFS.

Staff plan across the prime and specific areas of learning, with careful consideration of children's starting points, needs, prior experiences and next steps. Where a child may have SEND, staff consider adaptations, targeted support and, where appropriate, specialist advice from external professionals.

In planning and guiding children's learning, staff reflect on the Characteristics of Effective Teaching and Learning so that children are supported to play and explore, actively learn, and create and think critically.

Teaching

Learning in EYFS is implemented through planned, purposeful play, continuous provision, enhanced provision and directed activities. Adults teach key knowledge, vocabulary and skills explicitly where needed, while also giving children time to practise, revisit and apply their learning through play and meaningful first-hand experiences.

In Nursery, teaching prioritises communication and language, PSED, physical development, independence, self-care, early literacy, early mathematics and wider curriculum experiences. In Reception, these foundations are built upon through more explicit teaching of phonics, reading, writing, mathematics and wider curriculum knowledge.

Adults use high-quality interactions to model language, extend thinking, scaffold learning, address misconceptions and move learning forward. Assessment information is used to adapt teaching, plan enhancements, provide keep-up support and identify children who need additional practice, intervention or challenge.

Children have daily access to indoor and outdoor provision. The learning environment is carefully planned to support independence, communication, collaboration, physical development, curiosity, creativity and repeated practice.

Our Securing Strong Foundations progression document identifies the essential knowledge, skills and learning behaviours children need to develop and embed from Nursery to Year 1. Staff use this alongside the Nursery and Reception curriculum documents to inform planning, assessment and targeted support.

Curriculum Offer for Nursery

All Nursery children access the full Nursery curriculum entitlement, whether they attend for 15 hours or 30 hours. Children accessing 30 hours receive the same core curriculum entitlement, with additional time to revisit, practise, deepen and apply learning through provision, routines, high-quality interactions and wider experiences.

Our Nursery curriculum runs on a two-year rolling programme because some children join as our Rising 3s and spend longer than one academic year in Nursery. Cycle A and Cycle B ensure that children revisit key themes and concepts without repeating the same vehicle texts. This supports children to deepen vocabulary, knowledge and skills over time and prepares them successfully for Reception.

Curriculum Adaptations for Our Rising 3s

Our Rising 3s are children who join Nursery during the Spring/Summer term shortly after turning three. They are part of our Nursery provision and access the Nursery curriculum through developmentally appropriate adaptations.

For our Rising 3s, adults prioritise settling, secure relationships, routines, communication and language, PSED, physical development, self-care and confidence. These foundations help children feel safe, valued and ready to access the wider Nursery curriculum over time.

Adults adapt language, routines, provision, expectations and support so that learning matches children's age, stage and starting points. The focus is on helping children build the early foundations needed for successful progression through Nursery and into Reception.

Please read our Curriculum Rationale for further information regarding teaching and learning in EYFS.

7. Assessment

Assessment in EYFS is purposeful and manageable. Adults prioritise knowing children well, responding in the moment and adapting teaching, rather than collecting excessive evidence.

Within the first six weeks that a child starts Reception, staff administer the statutory Reception Baseline Assessment. This is completed in line with the current assessment and reporting arrangements.

Ongoing assessment is an integral part of teaching and learning. Staff use professional knowledge, observations, high-quality interactions, Birth to 5 Matters, BDMAT writing TAFs,

and our curriculum progression documents to understand children's starting points, progress and next steps.

We use a clear tracking system to monitor children's progress and identify gaps in learning. Teachers use assessment information and pupil progress discussions to identify target children who need additional support, practice or challenge. These children are reviewed regularly as children make progress and new needs emerge.

Assessment information is used to adapt teaching, plan enhancements, identify interventions, provide keep-up support and respond to children's daily needs. Where gaps are identified, adults plan additional modelling, practice, scaffolding or targeted support so that children can continue to access the curriculum successfully.

At the end of Reception, staff complete the EYFS Profile for each child. Children are assessed against the 17 Early Learning Goals and judged as either meeting expected levels of development or not yet reaching expected levels. The EYFS Profile is shared with parents and carers and supports transition into Year 1. Judgements are moderated internally and, where possible, in partnership with local schools and BDMAT schools.

8. 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 in EYFS is assigned a key person in line with the EYFS Statutory Framework. At St Michael's, this role is fulfilled within the class team. The class teacher has overall responsibility for the learning, development, assessment and care of all children in their class, supported closely by the teaching assistant.

Class staff build secure relationships with children and families, support children to feel safe and settled, and work with parents/carers to meet each child's individual needs. Named adults within each class ensure children are known well, while the class teacher remains accountable for all children in the class.

9. 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.

Safeguarding Training and Whistleblowing

All EYFS staff receive safeguarding training and updates in line with school, BDMAT and statutory requirements. Staff understand their responsibility to identify and report concerns about children's welfare. Staff also follow the school and BDMAT whistleblowing procedures if they have concerns about the conduct of adults working with children.

Safer Recruitment and Staff Suitability

All adults working in EYFS are subject to the school's safer recruitment and suitability procedures. This includes appropriate pre-employment checks, references, DBS checks, identity checks and ongoing safeguarding expectations in line with BDMAT and statutory requirements.

Child Absence and Emergency Contacts

We follow school attendance and safeguarding procedures to monitor children's attendance and follow up unexplained or prolonged absence. Parents and carers are expected to inform school if their child will be absent. Where absence is unexplained, staff will contact

parents/carers and follow safeguarding procedures where there are concerns. We hold emergency contact details for each child and ask parents/carers to keep these up to date.

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.

Safer Eating

Children are supervised while eating and staff are aware of choking risks, allergies, dietary needs and safe food preparation. Food is prepared, cut and served in line with current safer eating guidance. Parents and carers are asked to ensure packed lunches are safe and age appropriate.

We follow the Department for Education's Food Safety Guidance for early years providers and 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.

10. Transition arrangements

At St Michael's, we recognise that transitions are important milestones in a child's educational journey. Our transition arrangements are designed to help every child feel safe, secure, confident and ready for their next stage of learning. We work closely with parents and carers so that children are well supported as they move into Nursery, into Reception and into Year 1.

Transition to Nursery

To support children starting Nursery, we provide:

- Home visits to build relationships with each child and family, gather key information and understand individual needs.
- Stay and play sessions so children and parents/carers can visit the Nursery environment, meet staff and begin to feel familiar with the setting.
- Parent induction meeting to share routines, expectations, curriculum information and ways families can support learning and independence at home.
- Toileting support and guidance so families understand the expectation that children should be working towards toileting independence ready for Nursery.
- Toilet training workshops before children start Nursery, supporting parents/carers with strategies to help children move out of nappies and develop independence.

- Support and advice during home visits and induction where children are not yet toilet trained, so that school and home can work together consistently.
- Staggered start so children can settle gradually in smaller groups and build confidence with adults, routines and the environment.
- Transition information including photos of staff and the Nursery environment to help children become familiar with key people and places.
- Parent handbook with key information about routines, provision, communication, policies and the Nursery curriculum.

Transition to Reception

Transition into Reception is carefully planned so that children build on the strong foundations developed in Nursery. Nursery and Reception staff share key information about each child's communication and language, personal, social and emotional development, physical development, independence, self-care, early literacy, early mathematics, learning behaviours, SEND, interventions, adaptations and next steps.

To support children moving into Reception, we provide:

- Information sharing between Nursery and Reception staff so that children's strengths, needs, interests, communication, independence, self-care and next steps are understood.
- Reception staff visiting Nursery to read stories, join play and interact with children in provision. This helps Reception staff get to know the children before transition and helps children become familiar with the adults who will support them in Reception.
- Stay and play sessions so children can explore the Reception classroom, meet staff and begin to build a sense of belonging.
- Parent induction meeting to introduce the Reception curriculum, routines, expectations and how families can support learning at home.
- Home visits for children who are new to St Michael's and did not attend our Nursery.
- Staggered start to help children adjust to the Reception environment and routines.
- Transition information including photos of Reception staff, classrooms and key areas of the school.
- Wellbeing check-ins during the summer holidays where appropriate.
- Meet the Teacher meeting to strengthen communication between home and school.
- Parent handbook with key information about the Reception year.

Transition to Year 1

Transition into Year 1 is carefully planned so that children build on the strong foundations developed in EYFS. Reception and Year 1 staff share key information about each child's communication and language, reading, writing, mathematics, personal development, physical

development, wider curriculum knowledge, learning behaviours, SEND, interventions, adaptations and next steps.

To support children moving into Year 1, we provide:

- Careful handover between Reception and Year 1 staff so that children's strengths, needs and successful support strategies continue to be understood.
- Year 1 staff visiting Reception to read stories, join play and interact with children in provision. This helps Year 1 staff get to know the children before transition and helps children become familiar with the adults who will support them in Year 1.
- Transition morning so children can spend time in their new Year 1 classroom and meet their new teacher.
- Transition information including photos of Year 1 staff and the classroom environment.
- Meet the Teacher meeting so parents/carers can meet the Year 1 teacher and understand expectations for the year ahead.
- Parent handbook with key information about Year 1 routines, curriculum and ways to support learning at home.

In the autumn term, Year 1 staff build on effective EYFS practice by using familiar routines, practical learning, purposeful provision and opportunities for children to apply learning actively. As children become ready, the balance gradually shifts towards more formal learning. This supports a smooth transition while maintaining high expectations and helping children continue to flourish.

11. Monitoring

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