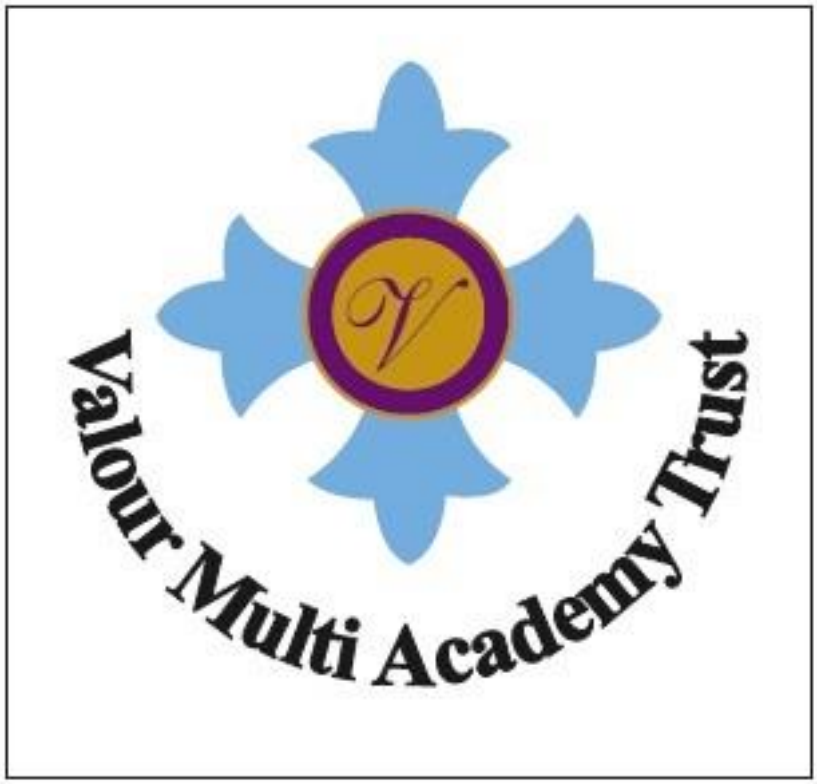
Beech Hill Primary School



Early Years Foundation Stage Policy

2026-2027

To be reviewed September 2027

Early Years Foundation Stage (EYFS) Policy

Vision

At Beech Hill Primary School, we believe every child deserves the very best start in life. We are committed to providing a safe, nurturing, ambitious and inclusive learning environment where every child feels valued, respected and empowered to achieve their full potential.
Our Early Years Foundation Stage provides the foundation for lifelong learning. Through high-quality interactions, purposeful play, carefully planned teaching and enriching experiences, we inspire children to become confident, resilient and independent learners who are curious about the world around them.
We recognise that every child is unique. Our curriculum celebrates children's individuality, builds upon their interests and prior experiences, and provides opportunities for them to develop socially, emotionally, physically and academically. We foster a culture of belonging where children feel secure, develop positive relationships and are encouraged to take appropriate risks, solve problems and become active participants in their own learning.
Working in close partnership with parents, carers and external professionals, we strive to ensure every child develops the knowledge, skills and attitudes they need to thrive throughout their education and beyond.

Intent

At Beech Hill Primary School, our Early Years curriculum is designed to provide every child with the strongest possible foundation for future learning and success.
We aim to:

- provide a broad, balanced and ambitious curriculum that reflects the educational programmes set out within the Early Years Foundation Stage (EYFS) Statutory Framework (effective from September 2026);
- develop confident, independent and resilient learners who demonstrate curiosity, perseverance and a love of learning;
- promote excellent communication and language skills through high-quality interactions, storytelling, conversation and the explicit teaching of vocabulary;
- ensure children develop secure early reading, writing and mathematical knowledge that prepares them successfully for Key Stage One;
- provide an enabling environment that supports exploration, investigation, creativity and critical thinking through purposeful play and carefully planned adult interactions;
- foster children's personal, social and emotional development so that they become kind, respectful, emotionally secure and responsible members of the school community;
- identify children's individual strengths and needs at the earliest opportunity, ensuring appropriate support, challenge and intervention enables every child to achieve their potential;
- promote children's physical development, health and wellbeing through active learning, outdoor experiences, healthy lifestyles and the development of both gross and fine motor skills;
- celebrate diversity and promote equality by creating an inclusive environment where every child and family feels welcomed, respected and represented;
- work in genuine partnership with parents and carers, recognising them as children's first and most enduring educators.

Our curriculum is carefully sequenced to build knowledge over time, deepen understanding and prepare children for a successful transition into Year One. We have high expectations for every child and believe that, through excellent teaching, strong relationships and ambitious provision, all children can flourish.

This policy reflects the requirements of the Early Years Foundation Stage Statutory Framework (effective from 1 September 2026) and should be read alongside the school's safeguarding, SEND, attendance, behaviour, health and safety and assessment policies.

Impact

At Beech Hill Primary School, we aspire for every child to leave the Early Years Foundation Stage as a confident, resilient and enthusiastic learner who is well prepared for the next stage of their education.
Children will:

- achieve well from their individual starting points through an ambitious, inclusive and well-sequenced curriculum;
- develop secure communication and language skills that enable them to express themselves confidently and engage positively with others;
- demonstrate independence, resilience and positive attitudes towards learning through the Characteristics of Effective Teaching and Learning;
- develop a love of reading, secure early mathematical understanding and the knowledge and skills required for a successful transition into Key Stage One;
- show kindness, respect and empathy towards others, understanding how to build positive relationships and contribute to the school community;
- develop healthy lifestyles, emotional wellbeing and the confidence to manage age-appropriate risks safely.

Leaders monitor the quality of provision through ongoing assessment, professional dialogue, moderation, learning walks, pupil voice and partnership with parents and carers. This ensures that teaching remains responsive to children's needs and that continuous improvements are made to secure the best possible outcomes for every child.
Success is measured not only through children's attainment against the Early Learning Goals, but also through their wellbeing, engagement, independence, curiosity and readiness for lifelong learning.

What is the Early Years Foundation Stage (EYFS)?

The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards for the learning, development and care of children from birth to the end of the Reception year. At Beech Hill Primary School, we follow the **Statutory Framework for the Early Years Foundation Stage (effective from 1 September 2026)** to ensure every child receives high-quality education and care during these crucial early years.
Research consistently demonstrates that children's experiences in the early years have a significant impact on their future learning, wellbeing and life chances. We are committed to providing an ambitious curriculum, nurturing relationships and an enabling environment where every child can flourish and achieve their full potential.
Our Nursery welcomes children from the term following their third birthday, subject to available places. Children are admitted throughout the academic year in line with the school's admissions procedures. Universal and extended funded childcare places are offered in accordance with current government eligibility criteria.
Children begin Reception in the September following their fourth birthday, where they continue their learning journey within a carefully planned environment that prepares them successfully for Key Stage One.

The Four Principles of the EYFS

The EYFS is underpinned by four overarching principles that shape our provision and practice.

A Unique Child

We recognise that every child is unique and capable of continual learning. Children develop at different rates and bring a wide range of experiences, interests, cultures and strengths to school. We value each child as an individual and provide an inclusive curriculum that builds upon their existing knowledge whilst offering appropriate support and challenge.
High expectations, nurturing relationships and adaptive teaching enable every child to make excellent progress from their individual starting points.

Positive Relationships
Warm, respectful and trusting relationships are at the heart of everything we do.
Our staff know children well and provide consistent care that helps them feel safe, secure and valued. We work in genuine partnership with parents, carers and external agencies to ensure children's individual needs are understood and supported.
We believe that children learn best when they feel emotionally secure and when adults respond sensitively to their interests, ideas and wellbeing.
Enabling Environments
Children thrive in stimulating environments where they feel confident to explore, investigate, create and solve problems.
At Beech Hill Primary School we provide carefully planned indoor and outdoor learning environments that promote independence, curiosity and resilience. Continuous provision is enhanced through high-quality resources, purposeful adult interactions and experiences that extend children's thinking, language and understanding.
Our environment reflects children's learning, celebrates their achievements and provides meaningful opportunities for sustained shared thinking.
Learning and Development
Children learn through a balance of adult-directed teaching, carefully planned play and child-initiated exploration.
Our curriculum is ambitious, sequential and responsive to children's interests and developmental needs. Practitioners use ongoing assessment to inform teaching and ensure children acquire the knowledge, vocabulary and skills needed to become confident learners.
Learning experiences are designed to develop the whole child and prepare children not only for Year One, but for lifelong learning.

At Beech Hill Primary School, these four principles underpin every aspect of our curriculum, teaching, assessment and relationships. They guide our decision-making and ensure that every child experiences a rich, inclusive and inspiring start to their education.
Implementation
At Beech Hill Primary School, we implement an ambitious and inclusive Early Years curriculum that enables every child to make the best possible progress from their individual starting points. Our curriculum has been carefully designed to develop children's knowledge, skills, understanding and vocabulary through meaningful experiences, purposeful play and high-quality adult interactions.
Teaching is responsive to children's interests and developmental needs whilst ensuring clear progression across all seven areas of learning. Practitioners use ongoing assessment to identify next steps, adapt teaching and provide appropriate support and challenge so that every child can succeed.
Learning opportunities are planned to develop children's independence, resilience and confidence, ensuring they become active, motivated learners who are well prepared for the transition into Key Stage One.
Our practice reflects the requirements of the Early Years Foundation Stage Statutory Framework (effective from 1 September 2026), ensuring that children experience high-quality education alongside excellent care, safeguarding and wellbeing.

A Unique Child
At Beech Hill Primary School we recognise that every child is unique, capable and continually developing. Children arrive with different experiences, interests, cultures and starting points, all of which are valued and celebrated.
We believe that every child deserves to feel safe, respected and included. Through nurturing relationships and ambitious expectations, we provide opportunities for every child to develop confidence, independence and a positive sense of self.
Practitioners take time to know each child as an individual. Regular observations, professional dialogue with families and ongoing assessment enable staff to understand children's strengths, interests and next steps, ensuring that learning is meaningful and appropriately challenging.
Children are encouraged to make choices, solve problems, take appropriate risks and develop resilience through carefully planned experiences that promote curiosity and perseverance.

Adults model positive relationships, respectful communication and effective learning behaviours, helping children develop the confidence to become independent learners.

Inclusive Practice and Special Educational Needs and Disabilities (SEND)
Beech Hill Primary School is committed to providing an inclusive Early Years environment where every child is welcomed, valued and supported to achieve their full potential.
We recognise that children develop at different rates and that some may require additional support to access learning. Early identification of additional needs is central to our practice, enabling timely intervention and effective partnership working with families and external professionals.
Practitioners continually monitor children's development through high-quality observation, assessment and professional discussion. Where concerns arise, these are shared sensitively with parents and carers at the earliest opportunity. Appropriate referrals are made, where necessary, in partnership with the school's Special Educational Needs Coordinator (SENDCo) and relevant external agencies.
Adaptive teaching strategies ensure that children can access the full curriculum regardless of need or disability. Reasonable adjustments are made to the learning environment, resources and teaching approaches to remove barriers to learning and promote full participation.
Provision may include:

- carefully adapted learning experiences that build upon children's strengths and interests;
- targeted intervention programmes to support communication, language, physical development or social and emotional wellbeing;
- visual supports, structured routines and communication aids where appropriate;
- partnership working with Speech and Language Therapy, Educational Psychology, Health Visitors and other specialist services;
- personalised targets which are reviewed regularly alongside parents and carers.

We celebrate diversity and actively promote equality of opportunity, ensuring that our curriculum reflects the backgrounds, languages, cultures and experiences of all children and families within our community.

Safeguarding and Welfare

Safeguarding is everyone's responsibility.
Beech Hill Primary School is committed to safeguarding and promoting the welfare of every child. Children's safety, wellbeing and happiness underpin every aspect of our provision.
All staff understand their statutory responsibilities and receive regular safeguarding training in accordance with Keeping Children Safe in Education, the EYFS Statutory Framework (effective from September 2026) and local safeguarding partnership procedures.
Our safeguarding culture is built upon vigilance, professional curiosity and strong relationships with children and families. Staff understand the importance of recognising concerns early and responding promptly in accordance with school procedures.
We ensure that:

- children are cared for in a safe, secure and inclusive environment;
- safeguarding procedures are understood and consistently implemented by all staff;
- attendance is monitored carefully and concerns are followed up promptly;
- robust safer recruitment procedures ensure adults working with children are suitable to do so;
- children learn about keeping themselves healthy, safe and emotionally well through everyday experiences and the curriculum;

- children's physical and emotional wellbeing are promoted through secure relationships, consistent routines and high-quality care.

Safeguarding policies, including child protection, online safety, behaviour, attendance, whistleblowing, staff conduct and allegations against adults working with children, are reviewed regularly and should be read alongside this policy.

Positive Relationships

Positive relationships are fundamental to children's learning, development and wellbeing. At Beech Hill Primary School, we recognise that secure, respectful and trusting relationships enable children to feel safe, valued and confident to explore, learn and take appropriate risks.
Our practitioners are warm, nurturing and responsive. They take time to understand each child's personality, interests and individual needs, creating an environment where children develop a strong sense of belonging and emotional security.
High-quality interactions underpin our daily practice. Adults model effective communication, extend children's language and thinking through purposeful conversations, and provide encouragement that develops resilience, confidence and independence.

Parents and Carers as Partners

We recognise that parents and carers are children's first and most influential educators. Strong partnerships between home and school are central to ensuring children thrive both academically and emotionally.
We value parents' knowledge of their children and actively encourage open communication throughout the year. By working together, we are able to celebrate achievements, identify next steps in learning and provide consistent support for every child.
Parents and carers are encouraged to contribute to their child's learning through:

- sharing information before their child starts at Beech Hill Primary School;
- attending induction meetings and transition events;
- participating in home visits, where appropriate;
- contributing observations and photographs through Tapestry (or the school's chosen online learning platform);
- supporting early reading, phonics, mathematics and communication at home;
- attending parent consultations, curriculum workshops and family learning events;
- communicating regularly with staff regarding achievements, concerns or significant events outside school.

Parents receive regular updates about their child's learning and development through informal conversations, scheduled consultation meetings, written reports and the online learning platform.

Starting Nursery and Reception

We understand that starting Nursery or Reception is a significant milestone for children and their families. Our carefully planned transition supports children to feel safe, confident and excited about beginning school.
Transition arrangements may include:

- meetings for parents and carers before admission;
- opportunities for children to visit their new learning environment;
- stay-and-play sessions;
- visits to children's previous early years settings where appropriate;
- home visits to develop positive relationships and gather important information about each child;

- phased induction arrangements where these best meet children's individual needs.

We work closely with families and previous settings to ensure information about children's interests, development and additional needs is shared effectively, enabling a smooth transition into Beech Hill Primary School.

Attendance and Wellbeing

Good attendance is essential in establishing positive routines, secure relationships and continuity of learning.
We work closely with families to promote excellent attendance from the beginning of children's educational journey.
Where attendance becomes a concern, staff work sensitively with parents and carers to understand any barriers and provide appropriate support.
The school follows its Attendance Policy and local authority guidance when monitoring attendance, recording absences and responding to persistent absence.
Children's emotional wellbeing remains central to our practice. Staff carefully monitor children's engagement, behaviour and emotional development, ensuring timely support is provided whenever concerns arise.

Working in Partnership

Effective partnerships extend beyond home and school.
Where appropriate, we work collaboratively with health professionals, the Local Authority, Speech and Language Therapy, Educational Psychology, the school nursing service, social care and other specialist agencies to ensure children receive coordinated support that meets their individual needs.
By maintaining strong relationships with families and professionals, we are able to provide high-quality, inclusive provision that enables every child to flourish.

Enabling Environments

At Beech Hill Primary School, we believe that children learn best in environments where they feel safe, secure, valued and inspired to learn. Our learning environments are carefully designed to promote curiosity, independence, creativity and high levels of engagement.
Both our indoor and outdoor environments are viewed as an integral part of the curriculum. They provide rich opportunities for children to explore, investigate, communicate, create and apply their learning through meaningful play and purposeful adult interactions.
Practitioners continually observe, evaluate and adapt the learning environment to reflect children's interests, developmental needs and next steps. Resources are organised to encourage independence, decision-making and sustained engagement whilst remaining accessible, inclusive and inviting for all learners.
Our environments celebrate children's achievements, promote diversity and inclusion and are language-rich, ensuring vocabulary is visible, modelled and revisited throughout daily learning.

Indoor Learning Environment

Our classrooms are organised into well-resourced areas of continuous provision that support all seven areas of learning and development.
Continuous provision enables children to revisit and consolidate previously taught knowledge, practise new skills and apply their learning independently across a range of contexts.
Learning areas are enhanced in response to children's interests, assessment information and curriculum objectives.
Adults carefully plan enhancements that extend learning whilst maintaining opportunities for child-led exploration.
Children are encouraged to:

- make independent choices;
- solve problems collaboratively;
- develop sustained concentration;
- communicate confidently with adults and peers;

- take increasing responsibility for their own learning;
- show resilience when faced with challenge.

Displays are purposeful and interactive, celebrating children's achievements whilst supporting current learning, vocabulary development and retrieval of prior knowledge.

Outdoor Learning

Outdoor learning is recognised as an essential part of our curriculum rather than an extension of indoor provision. Children access high-quality outdoor learning experiences every day, providing opportunities to develop physical competence, resilience, independence, creativity and curiosity.
Our outdoor provision supports:

- gross and fine motor development;
- communication and language;
- mathematical thinking;
- scientific enquiry and investigation;
- imaginative and collaborative play;
- wellbeing and emotional regulation;
- risk assessment and problem solving.

Children are encouraged to explore the natural environment throughout the seasons, developing an appreciation of the world around them whilst learning to care for living things and the environment.
Appropriate clothing, including waterproof clothing where necessary, enables outdoor learning to continue throughout the year in most weather conditions.

Continuous Provision

Continuous provision is central to our curriculum.
Each area of provision has been carefully planned to provide opportunities for children to revisit, practise and deepen previously taught knowledge and skills. Adults use ongoing assessment to adapt enhancements, ensuring provision remains purposeful, challenging and responsive to children's learning. Common play behaviours are used to adapt the continuous provision to promote a progression of skills.
Continuous provision supports children to become increasingly independent learners by encouraging them to select resources, initiate ideas, collaborate with others and apply learning across different contexts.
High-quality interactions between adults and children remain the most important resource within the environment. Practitioners skilfully observe children's play, model new language, extend thinking through open-ended questioning and introduce new concepts at appropriate moments.

The Role of Play

Play lies at the heart of learning within the Early Years Foundation Stage.
Through play, children develop language, creativity, imagination, resilience, self-regulation and problem-solving skills. They explore ideas, test theories, negotiate with others and make sense of the world around them.
At Beech Hill Primary School, practitioners carefully balance child-initiated play with well-planned adult-directed teaching to ensure children acquire the knowledge and skills identified within our curriculum.
Adults recognise that play provides valuable opportunities for assessment and use observations to identify children's interests, misconceptions and next steps in learning.

Communication and Language

The development of communication and language is prioritised throughout our provision.
Every interaction provides an opportunity to extend children's vocabulary, strengthen speaking and listening skills and develop confident communicators.
Adults intentionally:

- model ambitious vocabulary;
- encourage sustained conversations;
- ask thoughtful, open-ended questions;
- introduce new language within meaningful contexts;
- revisit and reinforce key vocabulary across the curriculum.

High-quality texts, storytelling, singing, rhyme and conversation are embedded throughout the school day, ensuring language development is woven into every aspect of children's learning.

Characteristics of Effective Teaching and Learning

The Characteristics of Effective Teaching and Learning underpin our curriculum and daily practice.
Children are supported to develop the confidence, independence and resilience needed to become successful lifelong learners through opportunities to:

Playing and Exploring
Children investigate, explore new experiences, take appropriate risks and develop confidence in trying new activities.

Active Learning
Children develop concentration, perseverance and pride in their achievements, learning to overcome challenges and remain motivated.

Creating and Thinking Critically
Children are encouraged to generate ideas, make connections, solve problems and reflect on their own learning through high-quality adult interactions and carefully planned experiences.

These characteristics are observed, nurtured and celebrated throughout children's time in the Early Years Foundation Stage and inform transition discussions with Year One staff.

Preparing Children for Year One

School readiness is developed through high expectations, secure routines and carefully sequenced teaching.
By the end of Reception, children will have developed the knowledge, skills and attitudes required to access the Key Stage One curriculum with confidence.
Alongside achieving the Early Learning Goals, children will have developed increasing independence, resilience, positive learning behaviours and the ability to work collaboratively, solve problems and communicate effectively.
Our Reception and Year One teams work closely together to ensure continuity of curriculum, assessment and teaching approaches, enabling children to experience a smooth and successful transition into the next stage of their education.

Beech Hill EYFS Curriculum

Curriculum Intent

At Beech Hill Primary School, our Early Years curriculum has been carefully designed to provide every child with the knowledge, skills and experiences they need to become confident, successful learners.
Our curriculum is ambitious, inclusive and coherently sequenced, ensuring children build knowledge progressively from their individual starting points. It reflects the educational programmes within the Early Years Foundation Stage Statutory

Framework (effective from 1 September 2026) whilst responding to the needs, interests and experiences of our children and community.
We believe that children learn best when they feel secure, are actively engaged and can make meaningful connections between new learning and what they already know. Our curriculum therefore combines carefully planned adult-led teaching with high-quality play and exploration.
Our intention is that every child leaves Reception with the confidence, independence and knowledge required to make a successful transition into Key Stage One.

Curriculum Design

Our curriculum has been designed around clear progression in knowledge, vocabulary and skills.
Learning is carefully sequenced to ensure children revisit important concepts, deepen understanding and make meaningful links across all areas of learning.
Planning is informed by:

- the EYFS Educational Programmes;
- children's starting points and ongoing assessment;
- high-quality children's literature;
- children's interests and fascinations;
- seasonal events and first-hand experiences;
- the local community and wider world.

Topics provide meaningful contexts for learning rather than dictating the curriculum. Practitioners remain responsive to children's interests whilst ensuring all children acquire the essential knowledge and skills identified within our progression documents.

Educational Programmes

Our curriculum is organised around the seven areas of learning and development.
Prime Areas
The Prime Areas provide the foundations upon which all future learning is built.

Communication and Language
Children develop speaking, listening and understanding through rich conversations, storytelling, songs, rhyme and purposeful adult interactions. Practitioners explicitly teach and revisit ambitious vocabulary, enabling children to become confident communicators who can express ideas, ask questions and explain their thinking.

Personal, Social and Emotional Development
Children develop confidence, resilience, independence and emotional literacy through secure relationships, consistent routines and carefully planned learning experiences. They learn to manage emotions, build positive relationships, cooperate with others and develop a strong sense of belonging within the school community.

Physical Development
Physical Development is recognised as a fundamental aspect of children's learning and underpins their health, wellbeing and readiness to learn.
Children are provided with daily opportunities to develop both gross and fine motor skills through carefully planned indoor and outdoor experiences. Activities are designed to strengthen children's core stability, coordination, balance, spatial awareness and manipulation skills, supporting their increasing independence and preparation for writing.
Our Nursery children participate in Movement Fridays, a dedicated weekly session that focuses on developing fundamental movement skills through fun, engaging and appropriately challenging physical activities. These sessions provide opportunities for children to develop balance, coordination, agility, strength and confidence whilst fostering a positive attitude towards physical activity and healthy lifestyles.

Throughout the Early Years Foundation Stage, children are encouraged to take appropriate risks, challenge themselves physically and develop perseverance through a wide range of active learning experiences. Fine motor development is embedded across the curriculum through opportunities for drawing, painting, construction, malleable materials, threading, cutting and other activities that strengthen the muscles required for successful handwriting.
By the end of Reception, children have developed the physical confidence, coordination and control needed to access the Key Stage One curriculum successfully.

Specific Areas

Literacy
Early reading is at the heart of our curriculum.
Children develop a love of reading through high-quality texts, storytelling, nursery rhymes and daily opportunities to share books with adults and peers.
Systematic synthetic phonics is taught through the Read Write Inc programme, enabling children to develop secure decoding skills and increasing fluency.
Writing develops progressively through meaningful contexts where children are encouraged to communicate ideas, experiment with mark making and apply their developing phonics knowledge with increasing independence.

Mathematics
Children develop deep mathematical understanding through practical exploration, mathematical talk and carefully sequenced teaching.
Daily opportunities enable children to develop secure number sense, subitising, counting, comparison, composition of number and numerical fluency whilst exploring pattern, shape, space and measure through practical experiences.
Adults encourage children to reason mathematically, explain their thinking and apply mathematical concepts within play and everyday routines.

Understanding the World
Children develop curiosity about the world through first-hand experiences, enquiry, observation and discussion.
Learning enables children to develop knowledge of their families, communities, cultures, the natural world, technology and significant people and events, fostering respect for diversity and an appreciation of the wider world.

Expressive Arts and Design
Children explore creativity through art, music, dance, role play, construction and imaginative play.
Open-ended experiences encourage children to experiment with materials, express ideas creatively, solve problems and communicate their thinking whilst developing confidence in their own creative abilities.

Vocabulary and Oracy

Communication and language underpin every aspect of our curriculum.
Practitioners intentionally plan opportunities to introduce, model and revisit ambitious vocabulary across all areas of learning.
Children are encouraged to:

- listen attentively;
- engage in sustained conversations;
- ask and answer questions;
- explain their thinking;
- use newly acquired vocabulary in different contexts.

High-quality interactions ensure vocabulary is continually revisited and embedded within meaningful learning experiences.

Early Reading

Reading is prioritised throughout the Early Years.
Children participate in daily story sessions, explicit phonics teaching and opportunities to develop comprehension through discussion, prediction and retelling.
Books are carefully selected to broaden children's experiences, develop language and foster a lifelong love of reading.
Parents are supported in developing reading at home through regular communication, workshops and shared reading opportunities.

Cultural Capital

We are committed to broadening children's experiences and ensuring every child develops the knowledge and understanding needed to succeed in modern Britain.
Through carefully planned visits, visitors, celebrations, outdoor learning, stories, music, creative experiences and exploration of the local community, children develop curiosity, confidence and an appreciation of the diverse world in which they live.
These experiences enrich learning, extend vocabulary and provide memorable opportunities that children can build upon throughout their education.

School Readiness

Throughout Nursery and Reception, children are supported to develop the knowledge, skills and behaviours needed for a successful transition into Year One.
School readiness includes:

- increasing independence;
- emotional resilience;
- positive learning behaviours;
- secure communication and language;
- early reading, writing and mathematical understanding;
- self-care and personal organisation;
- confidence in managing routines and working collaboratively.

Our Reception curriculum has been designed in partnership with Key Stage One colleagues to ensure continuity, progression and successful transition into the National Curriculum.

Assessment

Assessment is an integral part of teaching and learning within the Early Years Foundation Stage. At Beech Hill Primary School, assessment is used to understand each child's development, celebrate achievements and inform future planning. It enables practitioners to identify children's strengths, recognise areas where additional support or challenge may be required and ensure that every child makes the best possible progress from their individual starting points.
Assessment is continuous and based upon professional knowledge of the child. It is not reliant upon excessive evidence collection but is informed through high-quality interactions, observations, conversations with children and parents, and children's independent application of learning within everyday experiences.

Baseline Assessment
Children's learning journey begins before they start at Beech Hill Primary School.
Information is gathered through:

- discussions with parents and carers;
- transition information from previous early years settings, where available;

- home visits and transition meetings;
- observations made during settling-in sessions;
- professional judgement during the first weeks of attendance.

This information enables practitioners to understand each child's starting point and plan learning experiences that build upon their existing knowledge, skills and interests.
All children are assessed on entry against the Development Matter's checkpoints in the prime areas to ensure any additional needs are identified quickly.
Children in Reception complete the statutory Reception Baseline Assessment (RBA) within the first six weeks of starting school, in accordance with Department for Education requirements.

Ongoing Assessment
Assessment is embedded within everyday practice.
Practitioners continually observe children's learning, listen to their ideas, engage in sustained shared thinking and evaluate how successfully children are applying previously taught knowledge and skills.
Observations are used to:

- identify next steps in learning;
- adapt teaching and provision;
- provide timely intervention where appropriate;
- extend children's thinking and vocabulary;
- ensure the curriculum remains responsive to children's needs.

Assessment information is shared regularly between practitioners to maintain consistency and ensure all staff have a secure understanding of each child's development.

Development Matters

Practitioners use **Development Matters** as non-statutory guidance to support curriculum planning and professional judgement.
The guidance is used flexibly alongside ongoing assessment and knowledge of each child. It supports practitioners in understanding typical patterns of development but does not act as a checklist or assessment framework.
Our curriculum remains ambitious for all children and recognises that development is not always linear. Children are supported to progress at an appropriate pace according to their individual needs.

Assessment for Learning
Effective assessment informs high-quality teaching.
Practitioners use assessment to:

- revisit previously taught knowledge;
- identify misconceptions;
- provide appropriate challenge;
- plan targeted support where required;
- adapt adult interactions and continuous provision;
- ensure all children are able to access the curriculum successfully.

Assessment is viewed as part of the teaching process rather than an additional task.

Working with Parents

Parents and carers play a vital role in the assessment process.
Information shared by families contributes to practitioners' understanding of children's interests, achievements and development outside school. Parents are encouraged to contribute to their child's learning journey through regular communication, consultation meetings and the school's online learning platform Class Dojo.
Children's progress is discussed throughout the year, enabling parents and school to work together to support learning both at home and in school.

EYFS Profile

At the end of the Reception year, practitioners complete the statutory Early Years Foundation Stage Profile (EYFSP). Children are assessed against the Early Learning Goals using professional judgement based upon their knowledge of each child's learning and development across the academic year.
The EYFSP provides:

- a summary of each child's attainment at the end of the EYFS;
- information for parents and carers;
- valuable transition information for Year One teachers;
- national statutory assessment information required by the Department for Education.

Moderation

To ensure assessment remains accurate and consistent, practitioners participate in regular moderation activities. Moderation may include:

- internal moderation across the EYFS team;
- moderation with Key Stage One colleagues;
- local authority moderation activities where appropriate;
- professional dialogue with other schools.

These opportunities support consistency of judgement and contribute to the ongoing development of teaching and assessment practice.

Impact of Assessment

Assessment enables practitioners to ensure that every child receives teaching which is appropriately matched to their needs.
By identifying children's achievements and next steps promptly, staff can provide timely support, celebrate success and ensure children leave Reception well prepared for the demands of the National Curriculum and lifelong learning.

Health, Safety and Welfare

At Beech Hill Primary School, the health, safety and wellbeing of every child is our highest priority. We are committed to providing a safe, secure and nurturing environment where children feel protected, valued and able to learn with confidence.
Our practice reflects the safeguarding and welfare requirements of the Early Years Foundation Stage Statutory Framework (effective from 1 September 2026) and is supported by the school's safeguarding, child protection, behaviour, attendance, first aid, medicines, health and safety and SEND policies.
All staff understand that safeguarding is everyone's responsibility and work together to promote children's physical health, emotional wellbeing and personal safety.

Safeguarding

Beech Hill Primary School is committed to safeguarding and promoting the welfare of all children.
All members of staff:

- receive regular safeguarding and child protection training;
- understand their responsibilities under *Keeping Children Safe in Education* and the EYFS Statutory Framework;
- know how to recognise signs that a child may be at risk of harm;
- understand local safeguarding procedures and reporting processes;
- maintain an open, vigilant and child-centred safeguarding culture.

Safeguarding is embedded throughout daily practice and underpins all decision-making within the Early Years Foundation Stage.

Promoting Children's Health

Children's physical and emotional health is fundamental to effective learning.
We promote healthy lifestyles by:

- encouraging regular physical activity through daily indoor and outdoor learning;
- providing access to fresh drinking water throughout the day;
- promoting healthy eating through balanced meals, snacks and curriculum experiences;
- supporting children's emotional wellbeing through nurturing relationships and consistent routines;
- teaching children how to make healthy and safe choices appropriate to their age and stage of development.

Oral health is promoted through planned learning experiences and partnership working with families, helping children understand the importance of good dental hygiene and healthy eating habits.

Medicines

Where children require medication during the school day, medicines are administered safely and in accordance with the school's Medicines Policy.
We ensure that:

- written parental consent is obtained before medicines are administered (unless emergency treatment is required);
- prescribed medicines are stored securely;
- appropriate records are maintained whenever medication is administered;
- parents and carers are informed on the same day that medication has been given;
- staff receive additional training where medical procedures require specialist knowledge.

Individual healthcare plans are implemented where appropriate to ensure children's medical needs are fully supported.

First Aid

Children's safety is supported through effective first aid arrangements.
All staff in EYFS hold a current and up to date Paediatric First Aid qualification. This ensures all staff have the relevant knowledge and skills to respond when needed to any child within the setting, including and during educational visits and mealtimes, in accordance with statutory requirements.

All accidents, injuries and first aid treatment are recorded and communicated to parents and carers in line with school procedures.

Food Safety and Mealtimes

Mealtimes provide valuable opportunities to develop independence, communication and social skills.
Children are supervised appropriately throughout snack and lunchtime sessions by paediatric first aid trained members of staff who promote safe eating practices and encourage positive table manners.
Staff remain vigilant to potential choking hazards and ensure food is prepared and served appropriately according to children's ages and individual dietary needs.
Information regarding allergies, dietary requirements and medical needs is recorded and shared with relevant staff to ensure children's safety.

Safe Sleep

Beech Hill Primary School does not provide sleep or rest provision within its Early Years Foundation Stage. Therefore, the safer sleep requirements within the EYFS Statutory Framework are not routinely applicable to our setting.
Should the needs of an individual child require exceptional arrangements, these would be discussed and agreed with parents or carers and managed in accordance with the school's safeguarding, health and safety, and medical needs policies.
However, we recognise that on occasions a child may be unwell, unusually tired, or require rest and may fall asleep during the session.
In these circumstances:

- Staff will respond sensitively to the child's individual needs and provide a quiet, safe, and comfortable place to rest away from active play where possible.
- The child will be continuously supervised and checked regularly by a member of staff throughout their sleep period.
- The child's wellbeing, breathing, temperature, colour, and comfort will be monitored and recorded at appropriate intervals.
- Parents/carers will be informed as soon as practical if their child falls asleep unexpectedly, particularly if this is out of character or linked to illness.
- If staff have concerns about a child's health or wellbeing, parents/carers will be contacted immediately and asked to collect their child where appropriate.
- Children will never be left unattended while sleeping.
- Sleep arrangements will be risk assessed and will follow current safer sleep guidance, including ensuring the child's face remains uncovered and that they are not overheated.
- Any significant sleep, rest period, observations, or concerns will be recorded and shared with parents/carers at collection.

Digital Technology and Screen Use

Technology is used purposefully to enhance learning and support children's development.
Screen-based activities are carefully planned and never replace high-quality adult interaction, active learning, physical activity, outdoor experiences or play-based exploration.
Children are supported to develop positive attitudes towards technology whilst learning how to use digital resources safely and appropriately.

Supervision and Risk Assessment

Children are supervised at all times appropriate to their age, stage of development and individual needs.
Risk assessments are undertaken to ensure that learning environments remain safe whilst allowing children opportunities to develop confidence, independence and resilience through carefully managed risk.
Daily checks of indoor and outdoor learning environments help ensure equipment and resources remain safe and suitable for use.
Educational visits are subject to appropriate planning and risk assessment in accordance with school procedures.

Animals on Site

Where children have opportunities to interact with animals, appropriate risk assessments are completed and robust hygiene procedures are followed.
The school complies with the welfare requirements of the EYFS Statutory Framework (effective from September 2026), including the prohibition of banned dog breeds on premises where EYFS provision is delivered.
Children are taught how to interact safely and respectfully with animals as part of their understanding of the natural world.

Attendance

Regular attendance is essential in supporting children's learning, wellbeing and development.
Attendance is monitored closely and concerns are addressed promptly in partnership with families and, where appropriate, external agencies.
The school follows its Attendance Policy and local authority procedures to promote excellent attendance and safeguard children.

Online Safety and Mobile Technology

Children's online safety is promoted through age-appropriate learning experiences and careful supervision.
Staff use school devices in accordance with the school's safeguarding and acceptable use policies. Personal mobile phones and personal cameras are not used within EYFS learning environments.
Photographs and digital records of children's learning are stored securely and managed in accordance with the school's data protection and safeguarding procedures.

Safer Recruitment

Beech Hill Primary School follows robust safer recruitment procedures to ensure that all adults working with children are suitable to do so.
All staff, volunteers and students are subject to appropriate recruitment, vetting and suitability checks before working with children. Staff receive regular safeguarding updates and leaders maintain the Single Central Record in accordance with statutory guidance.

Monitoring Welfare

Leaders regularly monitor safeguarding, welfare and health and safety arrangements to ensure statutory requirements continue to be met.
This includes:

- regular safeguarding audits;
- health and safety inspections;
- monitoring of first aid records;
- review of risk assessments;
- staff training updates;
- evaluation of safeguarding practice.

These processes support continuous improvement and ensure that children's welfare remains central to all aspects of our Early Years provision.

Staffing, Qualifications and Ratios

Beech Hill Primary School is committed to ensuring that all children receive high-quality education and care from skilled, knowledgeable and appropriately qualified practitioners.
We recognise that positive outcomes for children are underpinned by strong relationships with adults who understand child development, safeguard children's welfare and provide high-quality teaching and care.
Leaders ensure that staffing arrangements comply with the requirements of the Early Years Foundation Stage Statutory Framework (effective from 1 September 2026) and are reviewed regularly to meet the changing needs of children.

Staff Qualifications

All practitioners counted within statutory ratios hold qualifications that meet the Department for Education's requirements for full and relevant early years qualifications.
The school ensures that:

- all staff receive a comprehensive induction programme;
- safeguarding, child protection and health and safety training is completed before staff work unsupervised with children;
- continuing professional development is prioritised to maintain high-quality practice;
- practitioners regularly engage in professional dialogue, coaching and reflective practice to continually improve teaching and learning.

All staff are expected to uphold the Teachers' Standards (where applicable), the Early Years Foundation Stage Statutory Framework and the school's professional expectations.

Staffing Ratios

The school maintains statutory adult-to-child ratios at all times.
Nursery
Where a qualified teacher, Early Years Professional (EYP) or Early Years Teacher Status (EYTS) practitioner is working directly with children:

- one adult to thirteen children (1:13).

Where this is not the case:

- one Level 3 qualified practitioner to eight children (1:8).

Reception

Reception classes operate in accordance with infant class size legislation and statutory EYFS requirements.
Class sizes do not exceed thirty children per qualified teacher except where permitted under infant class size legislation.
Staff deployment is carefully planned to ensure children receive high-quality interactions, appropriate supervision and timely support throughout the school day.

Deployment of Staff

Adults are deployed strategically throughout the learning environment to maximise children's learning opportunities and ensure effective supervision.
Practitioners:

- engage in sustained shared thinking with children;
- model high-quality language;
- extend children's ideas through skilful questioning;
- monitor children's wellbeing and engagement;

- support independence rather than completing tasks for children.

Leadership carefully considers staff deployment during child-initiated learning, adult-directed teaching, outdoor provision, educational visits and mealtimes.

Students, Volunteers and Visitors

Students and volunteers make a valuable contribution to the life of the school.
They receive an appropriate induction and are supported by experienced members of staff.
Students and volunteers are never left unsupervised with children unless all statutory suitability requirements have been met and leaders are satisfied that they are competent to do so.
They are not included within statutory staffing ratios unless they meet the requirements set out within the EYFS Statutory Framework.

Professional Development

Beech Hill Primary School is committed to developing an expert Early Years team.
Professional development includes:

- safeguarding and child protection;
- paediatric first aid;
- early reading and phonics;
- communication and language development;
- child development;
- SEND and inclusive practice;
- curriculum development;
- assessment and moderation;
- behaviour and self-regulation.

Leaders actively promote reflective practice, collaboration and continuous improvement to ensure the highest standards of teaching and learning across the Early Years Foundation Stage.

Transition

At Beech Hill Primary School, we recognise that effective transition is fundamental to children's wellbeing, confidence and future success. We are committed to ensuring that every transition is carefully planned, personalised where appropriate and centred on the needs of each individual child.
Strong partnerships with families, previous settings and colleagues across the school enable children to feel secure, develop positive relationships and make a successful start to each stage of their educational journey.

Starting Nursery

Children joining our Nursery are supported through a carefully planned transition programme that promotes positive relationships, emotional wellbeing and a confident start to school.
Transition arrangements include:

- a **home visit for every child** before they begin Nursery, enabling practitioners to build positive relationships with children and their families within the familiarity of the home environment;
- an induction meeting for parents and carers to share information about the Nursery provision, routines and expectations;
- stay-and-play sessions where children can explore the learning environment alongside a familiar adult;

- opportunities for families to meet members of the EYFS team;
- the sharing of information about children's interests, routines, medical needs and any additional support requirements;
- carefully planned settling-in sessions, with flexibility to meet the individual needs of each child.

We value home visits as an important opportunity to establish trusting relationships with families, gain an understanding of each child's interests and strengths, and ensure that every child feels welcomed and valued before starting school.

Transition into Reception

We recognise that starting Reception is a significant milestone for children and their families. Every child joining Reception at Beech Hill Primary School receives a **home visit** from members of the EYFS team before starting school. These visits enable staff to develop positive relationships, learn about each child's interests and individual needs, and support children in feeling confident about starting school.
In addition to home visits, our transition programme includes:

- opportunities to visit the Reception classrooms;
- transition sessions to become familiar with the learning environment and daily routines;
- parent information meetings;
- effective information sharing with Nursery practitioners and other early years providers;
- collaboration with parents, carers and external professionals where appropriate to ensure continuity of care and learning.

Information gathered through home visits and transition activities enables practitioners to plan an effective start to learning, ensuring that the curriculum builds upon children's previous experiences and individual starting points from the very beginning of the Reception year.

Transition into Year One

Preparing children for Year One begins from the moment they enter Reception.
Throughout the year, children develop increasing independence, resilience and confidence through an ambitious curriculum, consistent routines and high expectations.
Reception and Year One staff work collaboratively to ensure continuity in curriculum, teaching approaches and assessment.
Transition arrangements include:

- regular professional dialogue between Reception and Year One teachers;
- sharing assessment information and individual learning priorities;
- opportunities for Year One staff to observe children within the Reception environment;
- visits to Year One classrooms;
- opportunities for children to meet their new teacher and become familiar with new routines and expectations;
- discussion with parents and carers regarding children's progress and readiness for Key Stage One.

Where additional support is required, personalised transition plans are developed in partnership with families and external professionals to ensure children's individual needs continue to be met.

Partnership with Families

Families remain central to successful transitions.
Throughout every stage of transition, parents and carers are encouraged to share information, ask questions and work in partnership with staff to support their child's emotional wellbeing and learning.
By developing trusting relationships and maintaining open communication, we ensure that every child feels safe, confident and excited as they move into the next stage of their education.