



## Early Years Foundation Stage Policy

**Date of Review: November 2025**

**Approved by: Trust Board**

**Next Review Date: November 2026**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

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### 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and 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

### 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

The following documentation is also related to this policy:

- Statutory Framework for the Early Years Foundation Stage (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

### 3. Structure of the EYFS

The Early Years Foundation Stage at our school is delivered in one Reception class, which caters for up to 30 pupils. The Reception class provides a full-time school place and forms the first year of our primary

phase. Children start Reception in the September after they turn 4, and they move into Year 1 the September after they turn 5.

Children attend school from 8:45am to 3:15pm, Monday to Friday, in line with the wider school day. Our provision is fully funded and there are no charges or additional fees for parents or carers.

The Reception class follows the EYFS Statutory Framework and the expectations of the Early Learning Goals. Provision is carefully planned and led by qualified teaching staff, supported by trained and experienced additional adults. The setting provides a balance of child-initiated and adult-led learning opportunities and access to indoor and outdoor areas throughout the school day.

#### **4. Curriculum**

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

##### **4.1 Planning**

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

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

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

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

##### **4.2 Teaching**

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

It is the responsibility of the EYFS leader and senior leaders to ensure that teaching in EYFS is of at least a 'good' standard.

## **5. Assessment**

At Sunny Bank Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. It also focuses on any areas of possible concern, which may indicate a disability, special educational need or developmental delay. The progress check will describe the activities and strategies that the school intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate.

Within the first 6 weeks that a child starts reception, staff will administer the reception baseline assessment (RBA).

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

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

We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

Parents/ carers are kept informed of their child's progress throughout the year at parents' meetings. At the end of the school year, parents will receive an end of year report.

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

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

## **6. Working with parents and carers**

We recognise that children learn and develop well when there is a strong partnership between our staff and each child's parents and/or carers.

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents/ carers will:

- be aware of and comply with this policy
- work in partnership with the school
- comply with this policy for the benefit of their child
- be asked to take part in surveys conducted by the school
- support the school code of conduct and guidance necessary to ensure smooth running of the school
- be encouraged to take an active role in the life of the school by attending:
  - parents' meetings
  - Stay and Play sessions
  - parent-teacher consultations
  - school concerts/ events
  - fundraising and social events
- use Evidence Me to inform school of their child's 'wow' moments at home
- ensure regular and punctual attendance
- notify school on the first day of pupil absence
- encourage effort and achievement
- use suggestions provided by school to help their child at home
- ensure correct school uniform is worn

## **7. Staff**

### **7.1 Staff training**

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

## **8. Safeguarding and welfare procedures**

### **8.1 Staff ratios**

We ensure that statutory staffing ratios are met at all times to promote children's safety, welfare and high-quality provision.

#### **A. Pupils in Reception Classes**

- We comply with infant class size legislation and ensure that there are no more than 30 pupils per school teacher during normal teaching sessions.

- Teaching assistants may support the class but do not replace the requirement for a qualified teacher.
- Additional adults may be deployed based on the needs of the children.

### **B. Reception class when the qualified teacher is temporarily absent**

- Cover will normally be provided by a qualified teacher or supply teacher.
- Where this is not possible, the number and suitability of staff covering the Reception class will be determined by a risk assessment that considers:
  - the number of pupils in the class,
  - the age and needs of the children,
  - planned learning activities,
  - safeguarding and health & safety requirements.
- The adults deployed must have appropriate skills, training and experience to supervise children effectively.
- Additional adults may be deployed where necessary to reduce supervision ratios and support children's learning and welfare.

### **8.2 Paediatric first aid (PFA)**

We have at least 1 person 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.

All staff working in EYFS, including the class teacher, have a paediatric first aid (PFA) certificate.

### **8.3 Absence**

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts. In the instance where we are unable to make contact, the school may complete a home visit.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

### **8.4 Oral health and tooth brushing**

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

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow [government guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

### **8.5 Safer eating**

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest

EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair and, where possible, in a designated eating space.

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

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

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

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

We will consult with parents/carers to:

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

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

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

## **8.6 Accident or injury**

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

## **8.7 Safety of premises**

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

## **8.8 Toileting and privacy**

Before starting school, we strongly encourage parents to ensure that their child is independent in using the toilet. We make sure that there are:

- Enough toilets and hand basins available for the children

- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as spare underwear
- Separate toilet facilities for adults

In some circumstances, staff members may be required to support a child with toileting. The school will ensure that two members of staff are present and the following resources are readily available:

- gloves
- wipes
- aprons
- foot-operated waste bins
- paper towels
- liquid soap/ spray cleaner
- spare clothes

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

See our intimate care policy for further clarification.

## **9. Monitoring arrangements**

This policy will be reviewed and approved by the head teacher.

At every review, the policy will be shared with the Trust board.

## Appendix 1. List of statutory policies and procedures for the EYFS

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see our school website.

Statutory policy or procedure for the EYFS
Accessibility plan
Administering medicines policy
Allergies policy
Attendance policy
Behaviour policy
Child protection and safeguarding policy
Complaints policy
Equality and diversity policy
EYFS transition to school policy
Medical and first aid policy
SEND policy