



Althorpe and Keadby Primary School

EYFS Policy

Approved by: Althorpe and Keadby Primary School Governing Board

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Reviewed By: Althorpe and Keadby Primary School Governing Board

Contents

1. Aims.....	3
2. Legislation.....	3

3. Structure of the EYFS.....	3
4. Curriculum.....	4
5. Planning.....	5
6. Teaching.....	5
6. Assessment.....	6
7. Working with parents.....	7
8. Safeguarding and welfare procedures.....	7
9. Admissions and transition.....	7
10. Monitoring arrangements.....	8
Appendix 1. List of statutory policies and procedures for the EYFS.....	9

1. 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

2. Legislation

This policy is based on the **Early Years Foundation Stage (EYFS) Statutory Framework (effective September 2025)**, including updated requirements regarding:

- Safeguarding and welfare
- Safer recruitment and suitability of adults
- Paediatric First Aid (PFA)
- Attendance and absence follow-up
- Nutrition and safer eating
- Staffing qualifications and ratio changes
- Record-keeping responsibilities

It also aligns with:

- Education Act 2002
- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children 2025
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR

3. Structure of the EYFS

Our Early Years Setting offers:

2-Year Provision

- Funded places led by an Early Years Practitioner (EYP) and a Teaching Assistant.
- Sessions run 8:30–11:30 daily.
- Dedicated 2-year-old provision indoors and outdoors.
- Three intakes per year (term after turning 2).

Nursery (3–4 years)

- Led by a Teacher and EYP.
- Session options include 30 hours (8:30–3:00), or 15 hours (first half or second half of the week) with mornings sessions being 8:30–11:00 on a Wednesday morning or on Wednesday afternoon (12:45–3:00).
- Three intakes per year (term after turning 3).

Staffing ratios (in line with Sept 2025 statutory requirements):

- **2-year-olds:** 1:5
- **3–4-year-olds (teacher-led):** 1:13 with QTS/EYP/Level 6
- **3–4-year-olds (otherwise):** 1:8
- **Reception and nursery:** Up to 30 with a qualified teacher

Students/trainees **are not counted** unless fully PFA-trained.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 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

Our bespoke curriculum has been designed in partnership with SLT, 2 Year, Nursery and Reception staff to ensure it meets the needs and interests of our community and is linked to our whole school concepts of innovation, interdependence, diversity and equality.

We have designed 10 curriculum goals from 2 years to Reception which meet the needs of our children. Alongside these we have designed a long term plan based around progressive text driven topics and experiences.

5 .Planning

Staff plan activities and experiences for children that enable children 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 stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

We value highly the role of staff CPD in EYFS. Our team meets formally half termly for focused CPD linked to our yearly plan.

6. Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1. Reception children follow the RWI scheme of phonics.

All children have weekly sessions with our Forest School lead in our own woodland where we explore the 6 underpinning principles of the Forest School ethos in a progressive way.

7. Assessment

At Althorpe and Keadby Primary, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and

learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

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.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Staff meet regularly to discuss assessments and progress. Strengths and gap analysis form a large part of the discussion; identifying any such areas and identifying how provision needs to be changed to implement an effect. Teachers also attend local authority moderation cluster meetings each term to discuss and share evidence and agree the assessment of the foundation stage statements.

We formally assess children's progress at the end of the Autumn, Spring and Summer Term as an EYFS team. From these assessments we address the needs of those not on track and put in the necessary support.

8. Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We use Seesaw as a two way tool to share their children's learning and learn about them in their home setting.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

In the Autumn and Spring term all children have a parent's meeting and in the Summer term reports are sent home to parents. If we have any worries or concerns between these times we speak to parents and act on them immediately.

Parents are encouraged to be part of our setting through planned groups, meetings and drop in sessions.

9. Safeguarding and welfare procedures

9. Safeguarding and welfare requirements

We follow **Keeping Children Safe in Education 2025** and the **2025 EYFS welfare requirements**.

Safeguarding leadership

- **DSL:** *Fran Sorbie*
- **Deputy DSLs:** *Lauren White and Kerrie Welch*

Safer recruitment (Sept 2025 requirement)

We ensure all adults working with children are suitable through:

- Enhanced DBS checks
- **References obtained and verified prior to employment**
- Identity checks, right-to-work checks, and qualification verification
- Ongoing suitability monitoring
- Staff induction, including safeguarding training

Whistleblowing

Staff can report concerns about adults via the school's Whistleblowing Policy; concerns are escalated to the DSL, Headteacher, Chair of Governors or the LA Designated Officer (LADO) as appropriate.

Paediatric First Aid (PFA)

- Only PFA-trained staff are counted in ratios.
- Most EYFS staff currently hold PFA; remaining staff will complete training by **January**.

- Students/trainees **do not** count in ratios unless PFA-trained.

Health, safety and wellbeing

- Daily supervised toothbrushing following DfE guidance.
- Healthy snacks and drinks available daily; children develop increasing independence.
- **Nutrition practices follow the 2025 Statutory Nutrition Guidance**, including safer eating and choking prevention.
- Balanced approach to privacy and supervision for toileting and nappy changing.
- All required risk assessments are maintained and reviewed.

Attendance and absence follow-up

In line with 2025 EYFS requirements:

- We maintain **at least two emergency contacts** for every child.
- We follow up unexplained or prolonged absences promptly.

We follow all procedures outlined in our school **Safeguarding and Child Protection Policy**.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

10. Admissions and transition

Prior to their entry into our school children complete an admissions form and are invited to look around our setting and meet staff. In addition to this the 2 year EYP and Nursery teacher liaises with the Health Visitor and Children's Centre to share any necessary information. They will then arrange a home visit at a suitable time agreed with the parents. The children and parents are invited to attend transition sessions in the term before admission to support them. Bespoke transition is also planned to support those moving from our 2year to Nursery provision.

Reception children have opportunities throughout the year to spend time with other Key Stage 1 staff through sharing stories and celebrations. Further meetings and regular visits to the year 1 classroom are organised within the summer term. We are very flexible in terms of the cohort of children and the needs they may have and plan bespoke transition to support them.

11. Monitoring arrangements

This policy will be reviewed and approved by Althorpe and Keadby Primary School Governing Body annually.

Appendix 1: Statutory EYFS Policies and Procedures

The EYFS requires the following written policies, which are held by school and reviewed regularly:

- Safeguarding and Child Protection
- Whistleblowing
- Staff Behaviour / Code of Conduct
- Safer Recruitment
- Behaviour Management
- Health & Safety
- First Aid (including PFA procedures)
- Managing Medicines
- Risk Assessment
- Complaints Procedure
- SEND Policy
- Emergency Evacuation Procedure
- Data Protection / Information Sharing