



Part of



## **Early Years Foundation Stage (EYFS) policy**

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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. This document also complies with our funding agreement and articles of association.

### 3. Structure of the EYFS

Our Foundation Stage comprises of two Reception classes with a current maximum capacity of 50 children per cohort. The area has a large inside area with free flow access to our outside learning space. We also have use of other areas of the school such as the main hall.

“Children learn and develop more from birth to five years old than at any other time in their lives. Every child can make progress, if they are given the right support. When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.” (Development Matters, 2023)

At Tickford Park Primary School, the Early Years Foundation Stage is viewed as a distinctive phase of education which integrates the care and education of our youngest children. We believe that all children are unique and bring with them

a diverse range of previous experiences and learning which must be acknowledged and built upon. It is vital that parents are valued as children's first educators and that they are active partners in their child's school education.

Our intention is to make every child's very first experiences of school positive and meaningful. We place great emphasis on making our EYFS classrooms a place where children feel safe, valued and motivated to learn

## 4. Curriculum

We strive to ensure that our team of dedicated staff continue to maintain high standards of education for the youngest children in our care. We provide a curriculum that is tailored to the needs of all of the children in our diverse school community. We recognise and celebrate that each child is unique and has different strengths, interests, prior experiences and learning styles. We continually review how the curriculum is delivered, adapt it according to the needs of different cohorts and consider the topics that the children are passionate about. As well as this, we ensure our curriculum provides children with opportunities to gain foundational skills and knowledge that will later be enhanced and embedded in Key Stage One.

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

Within this framework there are four guiding principles which shape our practice.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ carers;
- Children develop and learn in different ways and at different rates.

The EYFS framework also 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

The EYFS curriculum also includes the Characteristics of Effective Learning.

- Playing and Exploring - children investigate and experience things, and 'have a go'
- Active Learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviours and observing the context of children's play is essential.

#### **4.1 Planning**

Throughout the EYFS, we follow the Early Years Statutory Framework. This framework specifies the requirement for learning and development and provides prime and specific areas of learning we must cover in our curriculum.

Our carefully planned curriculum, quality interactions and use of assessment ensures that we address the seven key features of effective practice:

- Providing the best for every child.
- Offering consistent, high-quality care for all of our children.
- Planning a curriculum with a focus on what we want children to learn.
- Using a range of different approaches to ensure our pedagogy is effective in helping children to learn
- Implementing a range of assessment strategies to check what children have learnt in order to inform future planning.
- Supporting children to develop their self-regulation and executive function.
- Developing a strong partnership with parents through positive and regular communications.

Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff also consider 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.

#### **4.2 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.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create Long Term and Medium-Term plans based on a series of topics each of which offers experiences in all seven areas of learning. At the beginning of each topic the children are encouraged to share their ideas knowledge of the topic and these ideas are then used to inform our short-term weekly planning, alongside our observations which identify areas to focus on.

The overarching themes are:

- Autumn Term: Our Wonderful World
- Spring Term: Can I tell you a story?
- Summer Term: When I grow up

Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

Children will engage in whole group and small group activities alongside their independent learning.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: *'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.* We base our approach on 'ABC does Early Years'.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible. The focus of our 'continuous provision' is that learning takes place without the presence of an adult.

In our EYFS classes we create an atmosphere where children are relaxed and at ease with the adults, but where mutual respect is paramount. We have high expectations for behaviour and learning, with all adults using consistent strategies which help children to follow and understand our school values and rules. We praise, recognise and reward not only the outcomes of children's play and learning, but the effort they put in. Ensuring that children understand the importance of being resilient, tackling challenges and persevering – even if they may not always succeed first time. We understand that it is crucial that we ignite children's curiosity and enthusiasm for learning.

## 5. Assessment

At Tickford Park School, 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. We record our observations in a variety of ways and everyone in class is encouraged to contribute and these observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts Foundation Stage, staff will administer the Reception Baseline Assessment (RBA) alongside our own Baseline assessments.

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, when possible, partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

We share the EYFS profile the child's year 1 teachers. 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.

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.

### **Transitions:**

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care.

At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend a number of introductory sessions develop familiarity with the settings and practitioners. Our teachers also visit the nurseries and preschools, to familiarise themselves with the children further and talk to their keyworkers. Parents/carers are allocated a home visit, by the class teacher and TA. This is a valuable time to talk 1:1 with them and answer any concerns/queries they may have. All of these procedures are aimed to ensure the children and families are 'School Ready'.

At the end of the EYFS, the EYFS teachers meets with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data and writing books are sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the Year 1 classroom and with the Year 1 teachers to ensure that they are familiar and comfortable with their new teacher and are 'Year One Ready'.

### **Monitoring of the EYFS:**

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Headteacher and other member of the Senior Lead Team and Foundation Stage Team as appropriate and any necessary actions are taken.

All adults in the Foundation Stage Team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.

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

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 including Parent-Teacher Consultations as well as informal discussions. 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.

Each child is assigned a key person (their class teacher) who ensures 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.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

## **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 that is included on the policy page of the school website

All staff members will undertake safeguarding and child protection training at induction, including whistleblowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will

- Be regularly updated and will be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards to support the expectation that all teachers: Manage behaviour effectively to ensure a good and safe environment and Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable

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

## 7.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See the Trust's safer recruitment policy that you can access via a link on the policy page of the Grand Union Partnership website that can be accessed through the link below:

<https://www.grandunionpartnership.org/information/policies-1>

## 7.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the Headteacher. If the concern is about the Headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the Chair of Governors.

See the Trust's whistleblowing policy that you can access via a link on the policy page of the Grand Union Partnership website that can be accessed through the link below:

<https://www.grandunionpartnership.org/information/policies-1>

### **7.3.1 Malicious or vexatious allegations**

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any action is appropriate against the person making the allegation.

## **8. 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 can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy that you can access via a link on the policy page of the school website that can be accessed through the link below:

[Link the Tickford Park Primary School Website - Safeguarding Section](#)

The safety and welfare of our children is paramount at Tickford Park Primary School. We have robust policies and procedures in place to ensure their safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Only the class iPads are used to photograph children (for observations and assessment purposes) and children must be appropriately dressed in photographs. We adhere to the permissions given by parents regarding the use of photographs of the children.

Tickford Park Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Tickford Park Primary School. Backing up this policy is a dedicated safeguarding team which includes Designated Safeguarding Leads, one of whom is the EYFS

Lead. Staff have access to the 'CPoms' safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

### **Home Visits:**

As a school, we believe that the first encounter with the parent/carer and pupil is crucial in building a positive partnership between home and school. We strongly believe that parents/carers have valuable knowledge about their child which will help our staff understand and meet those needs. It is also a great opportunity to share information and give the parent/carer freedom to ask questions in the comfort of their home and for staff to see the child in an environment they know best.

It is expected that all pupils joining our Foundation Stage will have a home visit. Visits will last approximately 20 minutes.

### **Procedures**

- Staff must wear a Tickford Park Primary School (TPPS) top and/or badge when they go on a home visit.
- Two members of staff must attend, with everything required to carry out the home visit, i.e. starter packs, paperwork, camera etc.
- Staff must have their mobiles charged and communicate with the school if an emergency occurs
- A copy of your scheduled visits should be handed to the school office.
- Staff should remember that they are guests and must leave upon parent/carers wish

### **During the home visit we will**

- Upon arrival, teacher works with parent/carer to complete a questionnaire about different areas of learning and find out about the child's needs and interests
- The Teaching Assistant should play with the child, using a bag of items that the child will see in the classroom
- Each child will receive a their first reading book and a school pack.
- Parents will also be given a parent pack containing information
- Staff should consider confidentiality and not discuss anything in front of other members of the child's family/friends without checking that it is ok to do so

### **After the Home Visit**

- The Teaching Assistant and Teacher will discuss and share their experience and any information gained from the visit.
- Act on information gained from the visit.
- File Questionnaires in the children's Learning Journeys.

## **8.1 Responding to allegations or concerns**

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

### **8.1.1 Investigating the concern**

When a concern is received by the Headteacher, or a member of the safeguarding team— referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there **is**, then:
  - Arrange a further investigation into the matter, involving the CEO and Local Governing Body if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
  - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

### **8.1.2 Outcome of the investigation**

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

### **8.2 Staffing 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:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

### **8.3 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.

The EYFS teachers hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

### **8.4 The designated safeguarding lead (DSL)**

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

### **8.5 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.

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

## 8.6 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

The rest of our safeguarding and welfare procedures are outlined in our school's [Children Protection and Safeguarding Policy](#), which can be found on the policy page of the school website.

## 8.7 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 or highchair 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
- Discuss their child's progress with solid foods
- 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.

## 8.8 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.

### **8.9 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.

### **8.10 Toileting and privacy**

We make sure that there are:

- Enough toilets and hand basins available for the children
- An adequate supply of necessary items such as spare clothes
- Separate toilet facilities for adults

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

#### **Intimate Care:**

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. Staff will not clean children, unless there is an intimate care plan already in place, but will support in making themselves more comfortable and parents will be informed.

## **9. Monitoring arrangements**

This policy will be reviewed by the Early Years Lead and approved by the Headteacher

At every review, the policy will be shared with the Local Academy Committee and 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 relevant school and Trust policies please follow the link provided in the table below:

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Children Protection and Safeguarding Policy
Procedure for responding to illness	Health and Safety policy
Administering medicines policy	Supporting Medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	Children Protection and Safeguarding Policy
Procedures for a parent/carer failing to collect a child and for missing children	Children Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	Complaints Policy