



"I am somebody. I was somebody when I came. I will be a better somebody when I leave. I am powerful. I am strong. I deserve the education that I get here."

-Rita F Pierson

Southfield Primary
EYFS Policy 2025

Written - September 2025

To be reviewed - September 2026

Introduction

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential."

(EYFS Statutory Framework for group and school based providers, 2025)

The Early Years Foundation Stage (EYFS) sets the standards for the learning, development and care of children from birth to five years old. It promotes teaching and learning to ensure children's school readiness and provides the right foundation for future progress through school and life.

At Southfield Primary School we believe that early childhood is a vital stage of development. Our aim is to provide a safe, nurturing and stimulating environment where children develop confidence, independence and a lifelong love of learning.

Children join:

- Nursery in the term after their third birthday, or the following September if places are full.
- Reception in the September following their fourth birthday.

Our EYFS provision supports children to develop socially, emotionally, physically and intellectually, preparing them for the transition into Key Stage 1.

Vision and Ethos

Within our Early Years at Southfield:

You will see children who are inquisitive, resilient, collaborative and reflective learners. Adults nurture and challenge children through rich experiences, high-quality interactions and enabling environments that inspire curiosity and exploration.

Our curriculum ensures children:

- develop confidence and independence
- build positive relationships
- become motivated learners
- develop the skills and knowledge needed for future learning.

Intent

At Southfield Primary School our EYFS curriculum is designed to provide a high-quality, ambitious and inclusive early years education. The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

Our ethos in Early Years is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn.

Through the seven areas of learning we provide topics that excite and engage children, building upon own interests and developing their experiences of the wider world around them. We recognise that all children enter into our setting with varied experiences and all staff work hard to

ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful.

Our curriculum aims to:

- give every child the best possible start in life
- recognise children as unique learners
- build on children's prior knowledge and experiences
- prioritise communication and language development
- develop independence, resilience and curiosity
- provide a broad and balanced curriculum
- prepare children for successful transition into Key Stage 1.

Learning is carefully sequenced to ensure children build knowledge and skills over time while developing the characteristics of effective learning.

The EYFS Framework

Our practice is guided by the four principles of the EYFS framework:

- *A Unique Child* - Every child is a competent learner who can be resilient, capable, confident and self-assured.
- *Positive Relationships* - Children learn to be strong and independent through secure relationships with adults and peers.
- *Enabling Environments* - Children learn best in stimulating environments which respond to their interests and needs.
- *Learning and Development* - Children develop and learn at different rates and in different ways.

The predominant aim of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic wellbeing. The principles outlined in 'Giving Every Child the Best Start in Life' underpin our school values:

"The foundations of success are laid in early childhood. Ensuring every child has the best start in life - the chance to achieve and to thrive - are the foundation stones of the Government's Opportunity Mission. To ensure that a child's background does not determine their future success, so that all children develop well, learning to communicate, build relationships, manage their emotions, play and learn. Not just in school, but throughout their lives"

'Giving Every Child the Best Start in Life', 13 August 2025

Play underpins the delivery of all the EYFS. The EYFS principles guide the work of all practitioners. Children learn in different ways. At Southfield Primary we ensure that every learning style is catered for. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- *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; and
- *creating and thinking critically* - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Areas of Learning

The EYFS curriculum for Nursery and Reception at Southfield is organised into seven areas of learning and development as outlined in the Early Years Foundation Stage document:

[Statutory Framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/272074/Statutory_Framework_for_the_early_years_foundation_stage.pdf)

Prime Areas

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are interconnected and are delivered through a balance of:

- adult-led teaching
- adult-guided learning
- child-initiated play
- continuous provision.

Implementation

At Southfield, we offer a curriculum which is broad and balanced and one which builds upon the knowledge, understanding and skills of all children, whatever their starting points. We follow the Early Years curriculum using topic themes and enrichment opportunities.

The aim of our curriculum is to develop a thirst and love for learning by:

- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models and co-adventurers to the children they teach in order for children to develop their own speaking and listening skills.
- Carefully assessing, through observations and interactions, which are sometimes recorded and shared with parents. Practitioner knowledge of each unique child is used to inform the next steps of learning to meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.

- Providing activity starting points for child-initiated activities that enhance children's learning and impact on progress.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

Play-based learning

Play is fundamental to learning in the early years. Through play children:

- explore ideas
- develop language
- practise skills
- build relationships
- develop creativity and imagination.

Children have daily access to indoor and outdoor learning environments designed to support all areas of learning.

High-quality interactions

Adults play a vital role in supporting learning by:

- modelling language
- questioning and extending thinking
- scaffolding learning
- encouraging curiosity
- supporting children to reflect on their learning.

Enabling environments

Our environments are carefully designed to:

- encourage independence
- support exploration and curiosity
- reflect children's interests
- provide opportunities for challenge and problem solving.

Continuous provision ensures children can revisit and deepen learning across the curriculum.

Curriculum Design

Our curriculum is organised around termly themes and learning enquiries that develop knowledge and understanding of the world.

Examples include:

- identity and community
- celebrations and traditions
- climates and the wider world
- storytelling and history
- sustainability and nature
- adventure and journeys.

Learning experiences are enriched through:

- high quality texts
- storytelling
- visits and visitors

- forest school sessions
- cultural experiences.

Early Reading and Phonics

Developing a love of reading is a priority at Southfield.

We teach systematic synthetic phonics using the Read Write Inc programme.

Through this programme children learn to:

- recognise sounds and letters
- blend sounds to read words
- segment sounds to spell
- develop fluency and confidence in reading.

Phonics is taught daily and reinforced through:

- guided reading
- story sessions
- language-rich environments
- continuous provision.

Children are also exposed to a wide range of high-quality texts to develop vocabulary, comprehension and a love of reading.

Mathematics

Mathematics teaching focuses on developing:

- a secure understanding of number
- counting and numerical patterns
- problem solving
- spatial reasoning.

Children develop mathematical understanding through:

- practical exploration
- manipulatives
- mathematical talk
- real-life contexts.

Cultural Capital

At Southfield Primary School we recognise the importance of developing children's cultural capital.

We provide a range of experiences that broaden children's understanding of the world beyond their immediate environment. This includes visits, visitors, community engagement, diverse literature and celebrations of different cultures. These opportunities help children develop knowledge, vocabulary and experiences that support future learning.

Behaviour and Self-Regulation

Positive behaviour is supported through clear routines, consistent expectations and strong relationships with adults. Children are supported to understand their emotions, manage behaviour and develop resilience. Adults model respectful behaviour and use restorative conversations to support children in developing self-regulation.

Outdoor Learning

Outdoor learning is an integral part of the EYFS curriculum at Southfield. Children access outdoor provision daily where they develop physical development, problem solving and cooperative play.

Outdoor environments provide opportunities for exploration, risk taking and investigation of the natural world.

Assessment

Assessment in EYFS is ongoing and formative, supporting teaching and learning.

Practitioners assess children through:

- observation
- interaction and discussion
- professional knowledge of child development
- dialogue with parents.

Assessment informs:

- planning
- next steps
- identification of additional support needs.

Baseline Assessment

During the first 4-6 weeks of Nursery or Reception:

- staff observe children
- speak with parents and previous settings
- identify starting points across the seven areas of learning.

This information supports curriculum planning and ensures appropriate challenge.

Formative Assessment

Most assessment happens during learning through:

- questioning
- modelling
- feedback
- scaffolding learning.

Significant observations are discussed with learning journeys and floor books capturing:

- children's development
- characteristics of effective learning
- examples of independent learning.

Summative Assessment

Summative assessments take place termly to monitor progress.

Judgements are supported through:

- practitioner knowledge
- developmental progression
- professional dialogue.

Summative data is recorded on Sonar to monitor progress and identify trends.

Statutory Assessment

Statutory assessments include:

Reception Baseline Assessment (RBA)

Completed within the first six weeks of Reception.

Early Years Foundation Stage Profile (EYFSP)

Completed at the end of Reception.

Children are assessed against the 17 Early Learning Goals and recorded as:

- Emerging
- Expected

This information supports transition into Key Stage 1.

EYFSP - Impact:

At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'on track' or 'not on track' (numerical score 1 and 2). This information is also communicated to parents and carers in the Reception child's end of year report and can be discussed in the final Parents' Evening in Reception. When assessing communication, language, and literacy skills, practitioners assess children's skills in English. If a child does not have a strong grasp of English language, practitioners explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay. On entry to Reception, all class teachers use their professional judgements to establish a starting point on entry to school. Staff should regularly liaise with the Nursery teacher in order to submit a more accurate baseline judgement. Our EYFS tracker is updated each term to assess attainment and track progress in each subject (prime and specific). Data is analysed to determine any groups of learners who may require additional support and intervention. Gap reports are created, distributed to class teams and are regularly referred to in order to help close any particular gaps in learning for groups or individuals.

Inclusion and SEND

At Southfield Primary School we ensure that all children have equal access to the curriculum. We adopt a "scaffolding up" approach, ensuring children with additional needs are supported to access learning alongside their peers.

Support may include:

- targeted interventions
- adapted resources
- additional adult support
- collaboration with external professionals.

Safeguarding and Welfare

"Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. 3.2 This section of the framework sets out the safeguarding and welfare requirements providers must meet. They are designed to help providers create a high-quality, welcoming, and safe setting where children can enjoy learning and grow in confidence."

(EYFS Statutory Framework 2025)

Safeguarding is central to our EYFS provision.

We follow the statutory safeguarding and welfare requirements including:

- child protection procedures
- staff qualifications and training
- paediatric first aid
- appropriate staff-child ratios
- safe learning environments.

All staff understand their responsibility to ensure children are safe, healthy and supported.

At Southfield Primary we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025. We understand that we are required to:

- Safeguard children.
- Ensure the adults who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

We endeavour to meet all these requirements. Every child is assigned to a 'Key Person' to ensure that every child's learning and care is tailored to meet their individual needs.

"Children need to build an attachment with their key person for their confidence and well being. The key person also promotes children's learning by developing a deep understanding of their individual needs and children can particularly benefit from their modelling and support. The requirements in relation to workforce training and responsibilities, including that of the key person, are outlined in Section 3 but they are equally important for children's learning and development as they are for their safety and welfare."

(EYFS Statutory Framework 2025)

Rigorous Safeguarding systems are embedded within the EYFS and all staff are trained in reporting any incidents of significance. Individual staff members are assigned a Safeguarding CPOMs login to record any points of significance and to record minor issues which may result in a Safeguarding issue. Staff are trained in dealing with safeguarding of harmful online material. Staff are fully trained in recording through the use of the CPOMs safeguarding program.

Staff members themselves are required to attend 'Supervision' meetings with the Headteacher/ EYFS Leader to ensure suitability for post and are expected to adhere to the 'Staff Code of Conduct' Policy.

Statutory safeguarding documents are adhered to by all members of staff. All staff are required to read the 'Keeping Children Safe 2025' documentation, 'Working Together to Safeguard Children', and the 'Prevent Duty Guidance' are fully implemented.

Child Protection

Southfield Primary has and implements a policy, and procedures, to safeguard children.

At Southfield Primary we train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues and KCSiE. Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or

- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their needs

Southfield Primary adheres to statutory 'Prevent' guidance in ensuring children stay safe in education and work together with parents/ carers outside of education wherever possible.

Our key worker systems ensure a positive 'parent partnership' which help to gain a wider understanding of a child's background. Staff are updated regularly regarding the 'Prevent' duty.

Staff are regularly made aware of any significant events in a child's life, along with training on how to deal with 'peer on peer' abuse. Staff receive regular updates on safeguarding at least annually. The EYFS Leader is made aware of any safeguarding issues within school monthly, in addition to incidental events that may occur. Staff are made aware of the Designated Senior Leads for safeguarding who are trained at least annually. The EYFS Leader has attended DSL training.

Staff work closely with the school office team ensuring children who are missing education are accounted for immediately on the first day of absence, until their return to education.

Suitable people

Southfield Primary ensures that people looking after children are suitable to fulfil the requirements of their roles. Whitefield has effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable to work with children.

Supervision

All staff working within the EYFS are subject to supervision meetings at least termly (with the Headteacher or EYFS Leader). More frequent meetings are arranged with staff members who may require increased monitoring for suitability.

Qualifications:

All EYFS staff meet and comply with the statutory guidance for 'Early years qualification requirements and standards' outlined in the updated September 2025 statutory guidance. The qualifications that staff must hold to be included in the specified staff:child ratios at levels 2, 3 and 6 of the early years foundation stage (EYFS) 'Early years qualification requirements and standards' updated to reflect the Early Years Educator level 3 criteria from September 2025.

- At Southfield Primary we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (More information can be found in the school's safeguarding policy)

Staffing Ratios

Southfield Primary School follows the statutory EYFS staff to child ratios. In Nursery the ratio is typically 1:13 where a qualified teacher is present. Reception classes operate within school class size regulations and are supported by trained support staff.

Safer recruitment

"School will obtain a references for any member of staff (including students and volunteers) before they are recruited: .

- Not accept open references e.g. to whom it may concern.
- Not rely on applicants to obtain their reference.
- Ensure any references are from the applicant's current employer, training provider or education setting and have been completed by a senior person with appropriate authority.
- Not accept references from a family member.
- Obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed.
- Secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting.
- Ensure electronic references originate from a legitimate source.
- Contact referees to clarify content where information is vague or insufficient information is provided.
- Compare the information on the application form with that in the reference and take up any discrepancies with the applicant.
- Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed."

EYFS Framework 2025

Health and Safety

EYFS environment risk assessments are located in the EYFS kitchen. In addition to this, general daily classroom risk assessments checks are available from the EYFS Leader. These risk assessments have been compiled by the school's Health and Safety representative. In addition to classroom risk assessments, outdoor EYFS area and forest school risk assessments have been generated and approved by the local authority.

Safer Eating and PFA

At Southfield Primary staffing arrangements meets the needs of all children to ensure their safety. We ensure that children are adequately supervised, especially whilst eating, and decide how to use staff to ensure children's needs are met. Children are always within sight and hearing of staff. At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. At Southfield all staff have regard to the new [nutrition guidance on GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/nutrition_guidance_on_GOV.UK.pdf).

Absences

At Southfield, if a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts must be made to contact the child's parents and/or

carers and alternative emergency contacts. Please refer to our whole school absence policy and procedures.

Whistleblowing

At Southfield we have a dedicated whistleblowing policy which adheres to all elements as outlined in the EYFS Statutory Framework 2025

"Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should use the other channels open to them:

- NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 - 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).
- General guidance on whistleblowing can be found via: Whistleblowing for employees."

EYFS Statutory Framework 2025

Intimate Care

At Southfield we have a dedicated Intimate Care policy which adheres to all elements as outlined in the EYFS Statutory Framework 2025. "Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting."

Partnership with Parents

Parents and carers are children's first educators.

We work closely with families through:

- open communication
- learning journey sharing
- workshops and events
- stay-and-play sessions.

Partnership with parents ensures children receive consistent support at home and school.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistant and in the nursery, the children are split into three Key Worker groups. The EYFS Reception teachers meet with nursery staff to discuss new intake children. Staff and children from the nursery are regularly invited to school events. We aim to ensure continuity and coherence between the nursery setting and school setting by sharing information about the children's achievements.

Enabling Environments

At Southfield Primary we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Transition

We support smooth transitions through:

Starting Nursery

- induction sessions
- parent meetings
- settling-in visits.
- connect at home visits

Moving to Reception

- communication with previous settings
- transition activities.

Moving to Year 1

- shared learning opportunities
- information sharing between teachers.

Impact

The impact of our EYFS provision is evident through:

- children's progress from their starting points
- high levels of engagement in learning
- strong communication and language development
- children demonstrating curiosity and independence.

Children leave EYFS as confident learners who are ready for the next stage of their education.

Monitoring and Review

The EYFS Leader monitors provision through:

- observations of teaching and learning
- assessment analysis
- curriculum review
- pupil progress tracking.

Governors and senior leaders evaluate the effectiveness of EYFS provision regularly.

Linked Policies

This policy should be read alongside the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Health and Safety Policy
- Attendance Policy
- Intimate Care Policy