



OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

Early Years Foundation Stage (EYFS) policy

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Chair of Governors:
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1. Aims

This policy aims to ensure:

- Children access a broad and balanced curriculum that gives them the foundations for future learning and success.
 - Quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
 - A close working partnership between staff and parents/carers.
 - Every child is included and supported through equality of opportunity and anti-discriminatory practice.
 - All children are safe, happy and able to achieve their full potential.
 - Children develop the knowledge, skills and attitudes that prepare them for Key Stage 1 and lifelong learning.
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2. Legislation

This policy is based on the requirements of:

- The Statutory Framework for the Early Years Foundation Stage (EYFS) (effective from September 2025).
 - Keeping Children Safe in Education (KCSIE).
 - The SEND Code of Practice.
 - The Equality Act 2010.
 - Working Together to Safeguard Children.
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3. Structure of the EYFS

At Stanley Crook Primary School, children in Reception are taught within a mixed Reception and Year 1 class.

Reception children are taught in accordance with the EYFS Statutory Framework. Learning opportunities are carefully planned to ensure Reception children access all seven areas of learning while benefiting from interaction with older pupils when appropriate.

Reception children continue to access a balance of adult-led learning, child-initiated learning and continuous provision throughout the year. Practitioners ensure that Reception pupils retain

the play-based, exploratory approach required by the EYFS whilst preparing them successfully for transition into Key Stage 1.

4. Curriculum

Our Early Years provision follows the EYFS Statutory Framework.

The EYFS framework identifies seven areas of learning and development.

Prime Areas

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

These areas are fundamental to children's development and underpin learning in all other areas.

Specific Areas

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

All areas of learning are interconnected and are delivered through purposeful play, direct teaching, practical experiences and high-quality interactions.

4.1 Characteristics of Effective Learning

We provide opportunities for children to develop the characteristics of effective learning:

Playing and Exploring

Children investigate, experience things and "have a go".

Active Learning

Children concentrate, keep trying when they encounter difficulties and enjoy achievements.

Creating and Thinking Critically

Children develop ideas, make links between experiences and choose ways to solve problems.

These characteristics are embedded throughout both adult-led and child-initiated activities.

4.2 Planning

Our staff are ambitious for all children and plan activities and experiences that enable every child to learn effectively.

Planning takes account of:

- Individual needs and interests.
- Assessment information.
- Children's developmental stages.
- Prior learning experiences.
- Barriers to learning.

Where a child may have SEND, staff follow the graduated approach of:

Assess - Plan - Do - Review

The school works closely with parents, the SENDCO and external agencies where necessary to ensure that children's needs are met effectively.

4.3 Teaching

Staff ensure children experience high-quality learning opportunities both indoors and outdoors.

Children have daily opportunities to:

- Explore and investigate.
- Play collaboratively.
- Develop resilience and independence.
- Practise early reading, writing and mathematical skills.
- Develop communication and language skills.
- Build positive relationships.

Adults respond to children's interests and emerging needs through warm and supportive interactions.

As children progress through Reception, teaching increasingly prepares them for the expectations of Key Stage 1 whilst maintaining developmentally appropriate practice.

4.4 Outdoor Learning

We recognise that outdoor learning is a vital element of the EYFS curriculum.

Children have regular access to well-planned outdoor provision that supports all areas of learning and development and promotes:

- Physical development.
 - Risk management.
 - Problem solving.
 - Exploration and curiosity.
 - Communication and language development.
 - Wellbeing.
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4.5 Cultural Capital and British Values

We aim to broaden children's knowledge and understanding of the world through rich first-hand experiences.

Children are provided with opportunities to develop cultural capital through:

- Educational visits.
- Visitors to school.
- Local community experiences.
- Stories, celebrations and traditions.
- Opportunities to learn about different cultures and backgrounds.

Fundamental British Values are promoted throughout EYFS through:

- Democracy.
 - Rule of law.
 - Individual liberty.
 - Mutual respect.
 - Tolerance of different faiths and beliefs.
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5. Assessment

Assessment is an integral part of learning and development.

Staff:

- Observe children regularly.
- Assess progress against developmental expectations.
- Use assessments to inform future planning.
- Work with parents/carers to support learning.

Within the first six weeks of starting Reception, children complete the Reception Baseline Assessment (RBA).

In the final term of Reception, staff complete the EYFS Profile assessment against the Early Learning Goals.

The EYFS Profile outcomes are shared with parents/carers and with the child's Year 1 teacher to support a smooth transition.

Assessment judgements are moderated internally and with local schools to ensure consistency.

6. Working with Parents and Carers

We recognise that children learn best when there is a strong partnership between home and school.

We:

- Share information regularly regarding children's progress.
- Encourage parental involvement in learning.
- Consult parents regarding any additional support needs.
- Provide opportunities to discuss development and progress.
- Request multiple emergency contacts where possible.

Each child is assigned a key person who supports their wellbeing, learning and development and acts as a key point of contact for families.

6.1 Transition into Reception

We work closely with nurseries, pre-schools and families to ensure a successful transition into school.

Transition arrangements may include:

- Information sharing with previous settings.
 - Parent information meetings.
 - Transition visits.
 - Stay and play sessions.
 - Additional visits for children who may require further support.
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6.2 Transition into Year 1

We recognise that a smooth transition to Key Stage 1 is important.

Reception and Year 1 staff work together to:

- Share assessment information.
 - Discuss children's strengths and next steps.
 - Plan provision that supports continuity in learning.
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7. Staff

7.1 Training

All staff receive appropriate safeguarding training in line with:

- EYFS requirements.
- KCSIE guidance.
- Local safeguarding procedures.

Training is refreshed regularly and whenever legislative or procedural updates occur.

7.2 Designated Safeguarding Lead

The school's Designated Safeguarding Lead (DSL) and Deputy DSLs are identified within the school's Child Protection and Safeguarding Policy.

The DSL is responsible for:

- Coordinating safeguarding arrangements.
 - Liaising with external agencies.
 - Supporting staff.
 - Ensuring safeguarding training is maintained.
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7.3 Safer Recruitment

The school follows safer recruitment procedures in accordance with:

- EYFS requirements.
- KCSIE guidance.
- The school's Safeguarding Policy.

All appropriate suitability checks are completed before employment commences.

7.4 Whistleblowing

All staff understand how to raise concerns regarding:

- Unsafe practice.
- Safeguarding concerns.
- Professional misconduct.

Concerns are managed in accordance with the school's Whistleblowing Policy.

8. Safeguarding and Welfare Procedures

We recognise that children learn best when they are healthy, safe and secure.

All practitioners are alert to signs that a child may be at risk of harm and understand their safeguarding responsibilities.

Further information can be found in the school's Child Protection and Safeguarding Policy.

8.1 Responding to Concerns

Where concerns arise, staff follow local safeguarding procedures and report concerns immediately to the DSL.

Where required, referrals will be made to Children's Social Care, the Police or other relevant agencies.

The school will notify Ofsted and other relevant authorities **within statutory timescales and as soon as reasonably practicable where required by legislation.**

8.2 Staffing Ratios

The school complies with statutory staffing ratio requirements and infant class size legislation.

Staffing arrangements are determined according to:

- Children's needs.
 - Age and stage of development.
 - Risk assessments.
 - Levels of support required.
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8.3 Paediatric First Aid

At least one person holding a current Paediatric First Aid qualification is available at all times when EYFS children are present, including on visits and educational activities.

8.4 Attendance

Regular attendance is vital to children's wellbeing, progress and successful engagement with school.

Absences are monitored and followed up promptly in accordance with the school's Attendance Policy.

8.5 Oral Health

The school promotes good oral health through:

- Learning opportunities.
 - Healthy lifestyle education.
 - Encouraging regular toothbrushing.
 - Promoting healthy food choices.
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8.6 Safer Eating

The school follows current EYFS and health guidance to ensure safe eating practices.

Appropriate arrangements are in place regarding:

- Allergies.
 - Dietary requirements.
 - Choking prevention.
 - Food safety.
 - First aid provision.
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8.7 Accidents and Injuries

Records are maintained for all accidents and first aid treatment.

Parents/carers are informed as soon as reasonably practicable and on the same day where required.

Serious incidents are reported to appropriate authorities in line with statutory requirements.

8.8 Health and Safety

The school ensures that:

- Premises are safe and suitable.
- Risk assessments are undertaken.
- Fire safety arrangements are maintained.
- Equipment is safe and fit for purpose.

8.9 Toileting and Privacy

Children are supported sensitively with personal care needs.

Staff balance children's dignity and privacy with safeguarding requirements and promote independence wherever appropriate.

9. Monitoring and Governance

The Headteacher is responsible for implementing this policy.

The Governing Board will:

- Review this policy annually.
- Monitor EYFS outcomes.
- Monitor safeguarding arrangements.
- Receive reports regarding EYFS provision and development.

The effectiveness of the EYFS will be evaluated through:

- Monitoring visits.
 - Learning walks.
 - Pupil progress information.
 - Parent feedback.
 - School self-evaluation activities.
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Appendix 1: Statutory EYFS Policies and Procedures

The following policies should be read alongside this EYFS Policy:

- Child Protection and Safeguarding Policy
- Attendance Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy

- SEND Policy
- Accessibility Plan
- Whistleblowing Policy
- Complaints Policy