

Early Years Foundation Stage (EYFS) policy

Date	Review Date	Coordinator	Nominated Governor
September 2026	September 2027	Lucy Harris EYFS Lead	Daf Marion, EYFS Governor - Governing Body

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 2026. The framework covers the education and care of all the children in early years provision, including those with Special Educational Needs and Disabilities (SEND)

3. Structure of the EYFS

Longleaze Primary school currently has 1 Reception class. The children in the setting have access to both indoor and outdoor provision.

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. To do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider 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 develop 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.

5. Assessment

Throughout Early Years, the children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document *Development Matters in the Early Years Foundation Stage (EYFS)*.

As part of our daily practice, we observe and assess children's development and learning to inform future planning. Information is gathered from a range of sources, including observations of children during child-initiated play and adult-led activities, discussions with parents and carers, and conversations with the children themselves.

These observations help us build a comprehensive picture of each child's strengths, achievements, and interests, enabling us to plan appropriate next steps in their learning. Every child has an individual Learning Journal on Tapestry, where we record observations and upload examples of their learning and development.

Parents and carers receive a notification whenever a new observation is added to their child's Learning Journal. They can view the observation, along with any associated photographs, videos, and assessments. Parents and carers are encouraged to contribute by adding comments and uploading their own observations, helping us to gain a fuller understanding of what their child can do at home.

Where appropriate, children's next steps in learning are included within observations so that parents and carers can support their child's development at home. These ongoing assessments contribute to our understanding of children's progress in relation to the EYFS framework and Development Matters guidance.

Children's progress is monitored and reviewed continuously throughout their time in Reception. Parents and carers are encouraged to share information about their child's learning and development, both informally through our open-door policy and more formally during parent-teacher consultations.

5.1 Assessment and Progress

At the beginning of the reception year, children are assessed to establish a baseline for their future learning and development. This includes the statutory Reception Baseline Assessment (RBA), alongside practitioner assessments based on observations of children during play, interactions, and adult-led activities. These assessments provide valuable information about each child's starting point and help inform planning for their individual next steps in learning.

Every half term, staff assess children against school generated 'On Track' statements. These statements are informed by practitioner expertise, progression documents, Development Matters guidance, and the knowledge and skills required to achieve the Early

Learning Goals (ELGs). Assessment outcomes are used to identify children who may require additional support. Where necessary, targeted interventions are provided to help accelerate progress and ensure all children can reach their potential.

At the end of the reception year, the EYFS Profile provides a summary of each child's attainment and progress across all areas of learning. It also identifies whether a child has achieved a Good Level of Development (GLD). Class teachers assess children against the Early Learning Goals using ongoing observations, evidence gathered throughout the year, the EYFS exemplification materials, and their professional knowledge of each child to make a best-fit judgement.

Children are assessed as either:

- **Expected (2):** Meeting the expected level of development for the Early Learning Goal.
- **Emerging (1):** Not yet meeting the expected level of development for the Early Learning Goal.

EYFS Profile outcomes form the statutory assessment data submitted to the Local Authority and are used by schools to evaluate outcomes, monitor progress, and identify areas for further development.

Parents and carers receive information about their child's achievements and progress in a written end-of-year report during the summer term.

To ensure assessments are accurate and consistent, EYFS Profile judgements are moderated internally and through collaboration with local schools. EYFS Profile data is submitted to the Local Authority in line with statutory requirements.

6. Working with parents and carers

At Longleaze Primary School, we recognise the importance of establishing positive and effective relationships with parents and carers, as highlighted within the EYFS Statutory Framework. We believe that parents and carers are a child's first and most influential educators and therefore work closely with families to ensure they are actively involved in their child's learning and development. We know that children thrive and make the best progress when there is a strong partnership between home and school.

Parents and carers are encouraged to support their child's education from the very beginning of their school journey. Prior to starting school, all parents and carers are invited to attend an induction meeting, where they receive information about the Early Years curriculum, daily routines, and how they can support their child's transition into school.

At the start of the autumn term, parents and carers are invited to meet with their child's class teacher to share information about their child's interests, strengths, needs, and

experiences. These conversations help staff to build a detailed understanding of each child and ensure that learning experiences are tailored to meet their individual needs.

We actively encourage parents and carers to support learning at home through regular reading, completing reading records, and engaging in simple home learning activities. This partnership helps to reinforce and extend learning beyond the classroom.

Every child in the Early Years Foundation Stage is provided with a Tapestry account. Tapestry enables teachers to share observations, photographs, videos, and information about children's learning experiences in school. It also provides an opportunity for parents and carers to contribute their own observations, celebrating achievements and sharing experiences from home. This valuable two-way communication helps us to gain a fuller picture of each child's development and supports continuity between home and school.

Through regular communication, shared learning experiences, and collaborative working, we strive to build strong relationships with families that support every child to feel confident, valued, and successful throughout their time in Early Years.

We keep parents and/or carers up to date with their child's progress and development in the following ways:

- Teachers are available for informal chats at the end of the day.
- Appointments can be made to speak with the class teacher through the school office
- The class had a dedicated email address
- Comments written in homework books and reading records.
- Two parents' evenings are held during the year
- Attendance data is shared with parents through reports and if attendance becomes a concern through attendance letters or meetings
- Through My Support Plan meetings or Annual EHCP reviews
- Through CIN, CP meetings or other meetings with key professionals as required
- End of Year Reports and 2 mid-year reports.

The EYFS Profile is shared with parents and carers at the end of the Reception year to provide a well-rounded picture of their child's knowledge, understanding, attainment, and progress across all areas of learning. This enables parents and carers to celebrate their child's achievements and understand how they have developed throughout their time in the Early Years Foundation Stage.

All staff work collaboratively to ensure that each child's learning and care are tailored to meet their individual needs. Through regular communication and shared discussions, staff provide guidance and support to parents and carers so that they can effectively support their child's learning and development at home.

Where additional support is required, staff work closely with the school's Special Educational Needs Coordinator (SENCO) to identify appropriate strategies and interventions. In partnership with families, we can also help to access specialist services

and external agencies where this is beneficial to supporting a child's needs and development.

To ensure the safety and wellbeing of all pupils, we ask parents and carers to provide at least two emergency contact numbers for their child. This helps us to maintain effective communication and ensures that a responsible adult can be contacted promptly should the need arise.

7. Staff

7.1 Staff training and child protection practices

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 annually, 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
- Our child protection and safeguarding policy can be found on the school's website.

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 at least one written reference for any member of staff before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures can be found on our school website.

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 or another member of staff. If the concern is about the headteacher or another member of staff, 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 or another named governor.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing can be found on the school's website.

7.4 Complaints and complaints which are malicious or vexatious allegations

Information relating to Longleaze Primary School's Procedure for managing complaints and for managing serial and unreasonable complaints is viewable on the school's website or by obtaining a paper copy from the school office.

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 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 school website for on our Child Protection Policy, a paper copy can also be requested from the school office.

8.1 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. Classes are also supported by Teaching Assistant.

8.2 Paediatric First Aid (PFA)

Longleaze Primary School ensures that the health, safety, and welfare of all children remains a priority at all times.

We have at least one member of staff who holds a current Paediatric First Aid (PFA) qualification on the premises and is available whenever children are present, including during educational visits and off-site activities. This ensures that appropriate first aid can be administered promptly in the event of an accident, injury, or medical emergency.

Paediatric First Aid certificates are renewed in accordance with statutory requirements and remain valid for three years. Staff are supported to maintain their knowledge and skills through ongoing training and updates where appropriate.

A list of qualified first aiders is displayed around the school, and all staff are aware of the procedures for accessing first aid support when required.

Further information regarding first aid arrangements, the administration of medicines, and the management of accidents and injuries can be found in the school's First Aid Policy.

9. Pupil Absence

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

10. Pupil Health and Safety Considerations

10.1 Oral Health and Tooth Brushing

We promote good oral health, alongside general health and wellbeing, by helping children understand:

- The effects of eating too many sugary foods and drinks
- The importance of brushing their teeth regularly
- The role of good oral hygiene in maintaining healthy teeth and gums

We have introduced the **Big Brush Club** as our supervised tooth-brushing programme to support children's oral health. We follow government guidance on supervised tooth brushing to ensure the programme is safe, effective, and evidence based.

10.2. 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 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 a staff member will check 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 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.

10.3 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.

10.4 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.

10.5 Toileting and privacy

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 spare clothes
- Separate toilet facilities for adults

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

10.6 Safer Sleeping

We will support children who may need a nap and ensure they are placed down safely.

Children will be encouraged to sleep on their back on a firm flat surface. Lightweight bedding will be firmly tucked in around the child below their shoulders to prevent head covering.

Children will be frequently checked and will always be within sight and hearing of staff when sleeping.

Sleeps will be logged by staff and parents informed about how long their child has slept for.

10.7 Children's Screen Use

The use of screens within our setting is carefully planned, clearly linked to intended learning aims and is age appropriate.

Careful consideration is given to how screen use fits into the children's day and routine, ensuring it does not displace important activities such as, physical activity, time outdoors, story time, and engagement with other children and adults.

Staff understand the impact and evidence associated related to screen use and the impact it has on vocabulary, attention and focus and executive function.

Children will not access screens alone to protect them from harmful content and support their development. Children will also be taught about how to stay safe when accessing content online.

11. Monitoring arrangements

This policy will be reviewed by the EYFS Lead annually inline with changes to statutory guidance.

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

This policy aligns to others, available in the school's website

- Longleaze Primary School's Child Protection Policy
- Attendance Policy
- Behaviour Policy
- SEN policy
- First Aid Policy
- Complaints Procedure