

We are an **ambitious** and **inclusive** Trust of schools  
strengthening communities through excellent education.



# Early Years Foundation Stage (EYFS) Policy

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## 1.0 Policy Statement

1.1 Our mission is to transform lives and strengthen our communities to make the world a better place. We begin that mission within our Early Years. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year. Children join our Nursery as soon as they reach two years old and join our Pre-School the term after their third birthday. Children then join our Reception class in the year that they turn five. In partnership with Parents/Carers, we enable the children to begin the process of becoming active learners for life. In the EYFS, teaching and learning are informed by the best available evidence on how children learn and promotes the broad range of skills, knowledge and attitudes children need as foundations for good future progress. We recognise that every child is special and that they will bring with them a range of unique experiences. We believe that children deserve the opportunity to reach their full potential and as such, we are proud to provide a friendly and safe environment, that will enable them to do this in a stimulating and challenging way. In Nursery and Pre-School, enjoyment and fun are linked with exploration, discovery and learning; the staff are sensitive and responsive to the individual needs of each child and planning for learning is based on these needs.

## 2.0 Scope and purpose

2.1 We recognise that children learn to be strong and independent from secure relationships. Our intent is to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between staff and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- That caring, respectful, professional relationships with the children and their families are developed.

2.2 The EYFS is based upon four principles:

1. A Unique Child – developing resilient, capable, confident and self-assured individuals.
2. Positive Relationships – supporting the children in becoming strong and independent.
3. Enabling environments with teaching and support from adults– who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Learning and Developing – an acknowledgement that children learn and develop at different rates and in different ways (see Characteristics of Effective Learning). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

### 2.3.1 A Unique Child

All children and their families are valued and children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential SEND is identified at the earliest possible opportunity. Early identification of SEND is crucial to enable staff to support the development of each child. Concerns are

always discussed with Parents/Carers at an early stage. Please see our SEND Policy and SEND Information Report for further information.

We meet the needs of all our children through:

- Considering the individual needs, interests, and stage of development of each child in our care, and using this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.
- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning and development needs;
- Providing a wide range of opportunities to motivate, inspire and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

### 2.3.2 Positive Relationships

We recognise that Parents/Carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that Parents/Carers have played, and their future role, in educating the children. We do this through:

- An information evening for parents in June where they receive the Reception Information booklet and the School Prospectus which highlights school start and finish times, uniform and informs the Parents/Carers of the schools vision and aims. Information on the curriculum, experiences is shared with Parents/Carers, alongside details around food and drink, supporting special education needs and disabilities, as well as how staffing is organised within the setting.
- Asking Parents/Carers to complete admission forms, medical form, disability form etc. (please see induction pack).
- Asking Parents/Carers to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school, prior to their children starting in Reception.
- Asking Parents/Carers to complete an 'All About Me' activity with their child over the Summer, where they will write a synopsis about their child including their likes and dislikes. This will form a display and the basis for our topic learning at the start of the Autumn Term.
- Inviting children to two 'Stay and Play' sessions prior to joining the Academy so that they can spend time with their new teacher and the other adults within the class.
- Inviting Parents/Carers, along with their child, to an initial consultation with the class teachers where they can discuss all of the little things which make their child unique and which will help the transition into the Academy to be a positive one.
- Inviting Parents/Carers, along with their child, to a 'Meet the Teacher' event in the summer before their child begins Reception. Families can meet other members of the team, including the SENCo, the school animals and leadership team. Parents/Carers, along with their child, can taste school hot meals, receive complimentary items and to feel welcomed into the school community.
- Inviting parents to attend informal meetings and presentations providing information about other areas of the curriculum, e.g. Early Reading and Phonics.
- Parents/Carers receive a report on their child's attainment and progress at the end of each school year.
- Parents/Carers are invited in to watch a 'Phonics in Action' live event.
- Parents/Carers are provided with access to their child's electronic Learning Journey so that they can contribute and share special moments in their child's learning.

- Organising a range of activities throughout the year that encourage collaboration between child, school and Parents/Carers: Open afternoons, Art Exhibitions, Christmas Performances, Sports Day etc.
- Parents/Carers are made aware of the curriculum and ongoing activities through the 'Learning Together at Home' weekly sheet which explains what the children have done that week, what they are due to do the next week and also provides guidance on a task to complete with their families at home to consolidate their learning.

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. In Reception and Pre-School, the EYFS teachers act as 'Key Workers' to all children in EYFS and we do not have a separate system, however our TAs also contribute to this information. In our Turtle class, Nursery Staff act as Key Workers to a small group of children and it is their responsibility to help ensure that learning and care is tailored to meet their individual needs.

The key worker also supports parents and/or carers in guiding their child's development at home.

### 2.3.3 Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. A mix of play based learning and direct teaching is paramount and children direct their own learning from carefully planned opportunities. Staff will enhance play and extend as needed to further individual learning. The EYFS classrooms and learning spaces are organised to allow children to explore and learn securely and safely. There are areas where the children can be active or take things more quietly. The classrooms cover all learning areas, where children are able to find and locate equipment and resources independently. The EYFS classes have their own large enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning. Children are encouraged to learn independently during free flow times but are also guided by Independent Learning Challenges and Adult Directed activities which ensure focus and engagement. Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual Learning Journeys. There is a focus on stories, books and rhymes across our EYFS to ensure children are immersed in language to aid their communication and language skills.

### 2.3.4 Learning and Development

We follow the Educational Programmes as outlined in the [2021 statutory framework for the Early Years Foundation Stage](#). This includes seven areas of learning and development that are equally important and inter-connected. However, three 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 four specific areas:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

Through careful assessments and observations, including information provided by Parents/Carers and other settings, children's development levels are assessed. If a child's progress in any prime area gives cause for concern, staff will discuss this with the child's Parents/Carers and Inclusion Leader to agree how to support the child. Each area of learning and development is implemented through planned, purposeful play, and through a mix of direct teaching and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. This is particularly important in developing language and extending vocabulary. 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.

We support children in using the three Characteristics of Effective Teaching and learning. These 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;
- ★ Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Assessment**

Ongoing assessment is an integral part of the learning and development processes. Staff carefully observe children to identify their level of achievement and interests. These observations, as well as observations shared by parents and/or carers are used to shape future planning.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. The report describes activities and strategies that we intend to adapt to address any concerns. It will state and involve the school SENCo or other health professionals as appropriate. Our lead nursery practitioner will meet with Parents/Carers to discuss this. If other professionals are to be involved, practitioners will gain consent from Parents/Carers first.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **3.0 Welfare**

3.1 It is important to us that all children in our school are 'safe'. In the EYFS, 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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children. "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.”  
(Statutory Framework for the EYFS 2025)Click or tap here to enter text.

## 4.0 Legislation

This Policy will be published <https://www.tedwraggtrust.co.uk/policies> and will be included in the Trust’s Policy Monitoring Schedule.

We understand that we are legally required to comply with certain welfare requirements and as such this policy is based on requirements set out in the [2025 statutory framework for the Early Years Foundation Stage](#) (EYFS). We understand that we are required to:

- *Safeguard children* - promote the welfare and safeguarding of children.
- *Ensure the people who have contact with children are suitable* - ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- *Promote good health* - preventing the spread of infection and taking appropriate action when children are ill.
- *Support and understand behaviour* - manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- *Maintain records, policies, and procedures* - maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### 4.1 Staff: child ratios

Staffing arrangements are carefully considered daily and when necessary to ensure that we are inline with the statutory guidance as stated in the [2025 statutory framework for the Early Years Foundation](#). Our setting ensures that all children are adequately supervised, whilst considering and meeting the needs of our children.

Children are always within sight and usually within hearing of staff and we follow staffing requirements to ensure safer eating legislation is met. See 6.4 for safer eating ratio requirements.

### 4.2 A safeguarding policy stating how mobile phones and camera are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.

## 5.0 Inclusion and Participation - Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

## 6.0 Health and Safety

### 6.1 Medicines

There are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In line with the EYFS statutory framework 2025, we undertake a whole school medicines policy ensuring that;

- There are systems in place to ensure that medicines and the systems for obtaining information about a child’s needs for medication are kept up to date.
- Training is provided for staff where the administration of medicine requires medical or technical knowledge.

- Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer.
- A written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day.
- Fresh drinking water is available at all times.
- Milk and fruit are available during the morning session.
- At least one person who has a current paediatric first aid certificate is on the premises and available at all times when children are present and must accompany children on outings.
- Leaders consider the number of children, staff and layout of the classrooms to ensure that a paediatric first aider is able to respond quickly to emergencies.
- All staff in ratio obtain a level 2 and/or level 3 or above qualification and they obtain a paediatric first aid qualification within three months of starting work.
- A first aider is accessible at all times and a record of accidents and injuries is kept.

## **6.2 Sleeping arrangements**

We understand the importance of frequently checking on sleeping children to ensure that they are safe. An adult will be sat by any child or children that are asleep. Our beds and bedding is kept in good condition and suitable for the age of the children. We ensure that we follow the latest government safety advice:

[Sudden infant death syndrome \(SIDS\)](#)

## **6.3 Toilets and intimate hygiene**

- There is an adequate number of toilets and hand basins available - there should
- usually be separate toilet facilities for adults.
- There are suitable hygienic changing facilities for changing any children who are
- in nappies. If appropriate, an intimate health care plan will be created alongside the Parents/Carer
- Children's privacy is considered and balanced with safeguarding and support
- needs when changing nappies and toileting.
- There is an adequate supply of clean bedding, towels, spare clothes, and any
- other necessary items.

## **6.4 Safer eating**

### ***First Aid Requirements:***

A member of staff with a full paediatric first aid certificate is always be present when children are eating.

### ***Dietary Needs & Allergies:***

Before starting, information is gathered from Parents/Carers about each child's special dietary needs, food allergies and intolerances.

### ***Health conditions related to diet:***

This information is shared with all relevant staff and updated regularly.

### ***Allergy Management:***

We work with Parents/Carers and catering team (and health professionals, where appropriate) to create allergy action plans. Staff are trained to recognise symptoms of allergies and anaphylaxis, and understand how to respond. Staff have had training on the difference between allergies and intolerances, and are aware that allergies can develop at any time.

### ***Food Preparation & Choking Prevention:***

Food is prepared safely and appropriately for each child's individual developmental stage. Food is cut and served in ways that reduce choking risks. Staff follow government guidance on food safety and choking prevention.

### ***Supervision During Meals:***



Children are always be within sight and hearing of staff during meals and snacks. Any choking incidents are recorded in detail and Parent/Carers are informed.

## **7.0 Transition from the EYFS to KS1**

Reception and Year 1 teachers work closely together to ensure that a children's transition between the EYFS and Year 1 is seamless. Reception teachers make sure that children's experiences in the final year of the EYFS are valuable in themselves, and prepare the ground for Year 1. EYFS and Year 1 teachers are given time to discuss and expand on the information presented in the EYFS profile. In particular, the characteristics of effective teaching and learning which will give teachers significant details about each child's learning and development. This enables the Year 1 teachers to have a fully rounded picture of the attainment of each child in order to plan how to best support learning and plan their curriculum. A transition booklet is sent home in the summer term to support children moving into Year 1.