



EARLY YEARS FOUNDATION STAGE POLICY

***Stanley St Peter's CE Primary
School***

Document title:		Early Years Foundation Stage Policy	
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Document History			
Version	Date	Author	Note of revisions
V1	1/9/21	MWiggins	Rewritten to reflect new EYFS framework: Included references to the policy reflecting the latest version of the EYFS framework Included the requirement for pupils to take the reception baseline assessment during their first 6 weeks of reception Removed reference to the 'exceeding' judgement in the 'assessment' section Clarified that the EYFS profile should be moderated internally and in partnership with other local schools, as the DfE has scrapped external local authority moderation Included the new requirement to promote oral hygiene in the 'safeguarding and welfare procedures' section
V2	15/09/23	LFlood	Rewritten to reflect changes to our EYFS after appointment of new EYFS leader. Reflects new SSP curriculum, which is being implemented this year.
V3	03/01/2024	LFlood	Reflects changes to statutory framework
V4	05/09/2024	LFlood	Tweaked to reflect the statutory framework and ensure it reflects the year ahead.
V5	08/09/2025	LFlood	Updated to reflect the new statutory framework amendments.
V6	31.08.2026	LFlood	Reflects changes to statutory framework

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 Early Years Foundation Stage statutory framework for group and school-based providers, dated 13 July 2026 and effective from 1 September 2026.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age; at Stanley St. Peters Primary, children can complete their Nursery and Reception years in our setting.

Currently, we offer 15 hours of provision for our nursery children in the morning session. We can accommodate 3 admission points throughout the year (dependant on numbers) and children can start nursery the term after their 3rd birthday.

In Reception, the children start their first week with 'settling in' sessions in September, followed by full school days in line with the rest of school.

We have a mixed Nursery and Reception class, as well as a pure Reception class. All children receive the same, high standard of education and thrive whilst in our setting. We are inclusive of all children and celebrate individuality and things that make us unique.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework 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

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

Staff have created a bespoke curriculum, where they plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. Staff also take into account 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 that nurtures every child and fosters a love of learning. Our staff are ambitious for all children, planning activities and experiences for the children that enable them to develop and learn effectively. 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.

Staff complete long term, medium term and short-term planning. This sparks curiosity, ignites a love of learning and focuses on the holistic child. In EYFS, the children start their time at school learning predominantly through play. Throughout the year, this incorporates some carefully planned formalised learning sessions, to ensure the children are year 1 ready.

Communication and Language (CAL) development is a key priority within our EYFS setting and children are submersed into activities to promote this. Vocabulary is a huge focus and we provide the children with a language rich environment which is differentiated accordingly.

I can statements positioned in each area of provision (both indoors and outdoors) keep learning focussed on learning outcomes and adults use these to prompt their discussions and interactions with children. Challenges are introduced to the children throughout the year where they are encouraged to complete specific, open-ended tasks which have been carefully planned to further learning and close gaps.

4.2 Teaching

At Stanley St. Peter's, we recognise that play underpins all learning and development for young children. Most children play spontaneously, although some may need adult support. It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well-planned experiences based on children's play, both indoors and outdoors, we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children and adults, as well as on their own. They communicate their ideas with others as they investigate and solve problems.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. 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. 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.

5. Assessment

Before children join us at Stanley St. Peter's, staff meet with practitioners at pre-school/nursery settings to share information about the children's needs and level of development. Children are also observed during their first few weeks at school and this information is combined to build a picture of each child's development 'on-entry'. Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At Stanley St Peter's, ongoing assessment is an integral part of the learning and development processes. Children demonstrate their active learning all the time through what they say, what they do and how they approach activities. It is primarily by observing children that judgements are made to inform planning and to track each child's progress, assessing against the Early Learning Goals (the established expectation for most children to reach) by the end of the reception year. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Staff observe pupils to identify their level of achievement, interests and learning styles. Evidence is captured in a variety of ways, e.g. through making notes, taking photographs, videos, annotating work and narrative observations. All staff and families are encouraged to contribute. These observations are collated via the online 'Tapestry' system in each child's personal learning journal, which is shared with families. Staff meet regularly to quality assure their judgements and participate in moderation activities both within and between schools and led by the Local Authority. These observations, combined with staffs excellent knowledge of the children, are used to inform future planning and measure progress.

Staff summarise the information collected about each child's progress at key points throughout the year. 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. Information about each child's learning and development is also shared with Year 1 teachers so they can identify appropriate next steps for each individual 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.

6. Working with parents

We recognise that children learn to be independent and resilient through positive, supportive relationships. We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We aim to do this through regular, open communication with parents and carers to enable children to form special attachments in a setting where they feel safe and secure; this develops a positive sense of well-being.

Parents and/or carers are kept up to date with their child's progress and development via informal discussions, parents' evenings (held twice per year) and end of year reports. 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. Where children's development is causing concern, additional parent meetings will be put in place to discuss this with parents and/or carers, this may include other school staff (e.g. SENDCO) and outside professionals.

Each child is assigned a key person who helps to ensure 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.

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 our safeguarding policy for details of our safer recruitment procedures.

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 Michelle Wiggins [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 Emma Watson [the chair of the governing board].

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing.

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 for more information on this.

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:

- For children aged 3 and over:

For maintained nursery schools and nursery classes in maintained schools:

- o We have at least 1 member of staff for every 13 children
- o At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002
- o At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status

For reception classes in maintained schools and academies:

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

For mixed classes in maintained schools and academies:

- o We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

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 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

Absence

We're required to promptly follow up on absences. See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

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
- How to keep our bodies healthy
- The importance of a balanced diet
- How exercise helps our bodies to remain healthy and strong

The rest of our safeguarding and welfare procedures are outlined in our Safeguarding policy.

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, 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 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 child can develop allergies at any time.

We will consult with parents/carers to:

- Create Medical Care Plans for their child – with the help of health professionals, where appropriate
- o We will also keep this information up to date and share it with all staff

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.

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:

- o Accident or injury sustained by the child
- o 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.

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.

Toileting and privacy

We make sure that there are:

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

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

From 1 September 2026, the school has regard to the Department for Education's guidance on children's screen use in early years settings. Screen use in Reception is limited, carefully planned, age-appropriate and linked to a clear learning, communication or accessibility purpose. Children do not access screen content without adult oversight, and screens do not replace high-quality interaction, practical play, stories, physical activity or outdoor learning. Appropriate assistive technology for pupils with SEND is considered according to individual need.

The school's safeguarding arrangements set out how mobile phones, cameras and other electronic devices with imaging or sharing capabilities may be used. Digital content is checked before use; advertising, autoplay, algorithm-driven content and unsuitable artificial intelligence tools are avoided in Reception.

The school follows the safer-recruitment and suitability requirements in the EYFS framework and Keeping Children Safe in Education. Staff and regular volunteers working directly with Reception children must have the appropriate identity, reference, enhanced DBS and, where eligible, children's barred-list checks before starting. Occasional supervised helpers are managed through the school's risk-assessment and volunteer procedures. Staff and prospective staff must disclose relevant information that may affect their suitability, subject to the legal rules on protected convictions and cautions.

Banned dog breeds within section 1 of the Dangerous Dogs Act 1991, including the XL Bully type, must not be kept or present on the school premises at any time, including where a dog has a certificate of exemption.

The detailed safer-sleep requirements for children under two are not applicable because the school provides Reception provision only. If a Reception pupil needs to rest or sleep because of a medical condition, disability or other identified need, an individual plan and risk assessment will specify safe supervision and care arrangements.

When Reception pupils attend school-run breakfast or after-school care, the safeguarding and welfare requirements in section 3 of the EYFS framework continue to apply. The learning, development and assessment requirements in sections 1 and 2 do not apply to wraparound-only care for children who normally attend Reception or an older class during the school day.

Further safeguarding and welfare procedures, including child protection, allegations against staff, whistleblowing, online safety, safer recruitment and staff conduct, are set out in the school's Child Protection and Safeguarding Policy, Online Safety Policy, Staff Code of Conduct and associated procedures.

9. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and EYFS Leader every 2 years.

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

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy and Medicines in School policy
Emergency evacuation procedure	See Emergency Evacuation Procedure Document
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy

Statutory policy or procedure for the EYFS	Where can it be found?
Procedure for dealing with concerns and complaints	See complaints policy
Children's screen use and use of mobile phones, cameras and electronic devices	See online safety policy, safeguarding policy and staff code of conduct
Safer recruitment, staff suitability and volunteer checks	See safeguarding policy, safer-recruitment procedures and single central record
Banned dog breeds and premises controls	See health and safety and visitor arrangements
Safeguarding and welfare during school-run wraparound care attended by Reception pupils	See safeguarding policy and wraparound care procedures