



Early Years Foundation Stage (EYFS) policy Stoke Prior First School

Statement of Intent

Our Reception provision aims to give every child the best start by following the current EYFS statutory framework, which sets standards for high-quality early learning, development and care. We provide a nurturing, inclusive and language-rich environment where children feel valued, develop independence and build confidence across the prime and specific areas of learning. Learning occurs through purposeful play, engaging adult interactions and carefully planned teaching that follows children's interests and supports progress from their starting points. We work in partnership with families to ensure children become enthusiastic, resilient learners who can communicate effectively, solve problems and explore creatively. By the end of Reception, our intent is for all children to have developed secure foundations in knowledge, skills and attitudes, enabling a smooth and confident transition into Key Stage One.

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1. Aims

We aim 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

Four overarching principles shape our practice:

Every child is a **unique** child, who is constantly learning and can be resilient, capable, confident and self-assured.

Children learn to be strong and independent through **positive relationships**.

Children learn and develop well in **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 the school and parents. **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

Provides a balanced curriculum which takes children's different stages of development into account.

Promotes equality of opportunity and anti-discriminatory practice.

Works in partnership with parents.

Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.

Provides a safe and secure learning environment.

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 2025.

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

Childcare Act 2006
Safeguarding Vulnerable Groups Act 2006
Equality Act 2010
UK General Data Protection Regulation (UK GDPR)
Data Protection Act 2018
DfE (2021) 'Statutory framework for the early years foundation stage'
DfE (2022) 'Early years foundation stage profile: 2022 handbook'
DfE (2021) 'Development Matters'
DfE 'Keeping children safe in education'
DfE (2018) 'Working Together to Safeguard Children'
DfE (2015) 'The Prevent duty'
Early Education (2021) 'Birth to 5 Matters'
UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy operates in conjunction with the following school policies:

Child Protection and Safeguarding Policy
Low Level Concerns Policy
Use of Images Policy
Allegations of Abuse Against Staff Policy
Complaints Procedures Policy
Special Educational Needs and Disabilities (SEND) Policy
Online Safety Policy
Administering Medication Policy
Health and Safety Policy
Safer Recruitment Policy
Data Protection Policy
Whistleblowing Policy

3. Structure of the EYFS

3.1 Transition

Before children formally begin their Reception year, a range of transition activities are carefully planned to support a smooth and positive start to school. These include a phone conversation with the child's pre-school setting to discuss their development, needs and any relevant information. A home visit is also arranged, providing an opportunity to meet the child and their parent(s) or carer(s) and to gather further information to support a successful transition.

Children are then invited to attend introductory visits to our Reception classroom. The first visit is half the class at a time alongside a parent/carer. This is followed by a second visit for the whole class, where the children visit without a parent or carer. This helps them to become familiar with the setting and routines.

In the final half term of their Reception year, transition to Year One is carefully supported. Children are initially visited by their future Year One teacher for a story session in the Reception classroom, helping to build familiarity in a comfortable environment. They then have regular story sessions in the Year One classroom, where they have opportunities to ask questions and become more familiar with both the environment and Year One staff.

When the new cohort of pre-school children visit the Reception setting, the current Reception children spend time with the Year One teacher in their new classroom. This further supports a smooth and confident transition into the next stage of their education.

3.2 Overall Structure

Stoke Prior First School has a Reception Class, which covers the second and final year of the Early Years Foundation Stage. The

Reception environment is organised to provide a balance of adult-led and child-initiated learning opportunities, both indoors and outdoors.

The daily structure includes whole-class inputs, small-group work and opportunities for children to engage in independent exploration through continuous provision. The learning environment is organized into clearly defined areas, enabling children to access their interests, while being supported and guided by adults.

Staff within the Reception Class work collaboratively to plan, assess and deliver a broad and balanced curriculum that meets the needs of all learners.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. It is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programs in the early years. Each area of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, think about problems and relate to others. Children learn by leading their own play, known as 'Explore and Discover' and by taking part in play which is guided by adults.

The areas of learning are split into two important and interconnected sections – prime and specific. Each section has an Early Learning Goal (ELG) – which is a developmental benchmark for each child to achieve by the end of their Reception year.

The table below shows both the prime and specific areas of learning.

Prime Areas of Learning and Development	
Area of Learning and Development	Aspect
Communication and Language	Listening, attention and understanding
	Speaking
Physical Development	Gross motor skills
	Fine motor skills
Personal, Social and Emotional Development	Self-regulation
	Managing self
	Building relationships

Specific Areas of Learning and Development	
Area of Learning and Development	Aspect
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Numbers
	Numerical Patterns
Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

4.1 Planning and Teaching

Staff ensure that a broad range of activities and experiences are planned, which promote the three **characteristics of effective teaching and learning** in the EYFS:

Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.

Active Learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

Staff respond to each child's emerging needs and interests, guiding their development through warm and positive interaction.

Phonics

At Stoke Prior First School, early reading is taught through the system of synthetic phonics. We teach phonics using the 'Essential Letters and Sounds' government validated scheme. It is taught daily from the start of Reception through to the end of Year One and in intervention groups beyond this.

Mathematics

At Stoke Prior, mathematics is taught using the NCETM Mastering Number scheme and White Rose scheme for Shape, Space and Measure, both of which are aligned to the Early Learning Goals.

4.2 Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENDCO.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

5. Assessment

At Stoke Prior First School, ongoing assessment is an integral part of the learning and development process. Staff observe pupils closely to identify their progress, development and individual interests, using these observations to inform and shape future planning. Throughout their time in Reception, staff watch, listen to and interact with children during both adult-led activities and child-initiated play. Observations also take place during everyday routines, such as mealtimes and outdoor play, including interactions with peers from other classes. Some observations are planned, while others occur spontaneously.

Staff value the contribution of parents and carers and take into account observations they share. Parents and carers are regularly kept informed about their child's progress and development. Where appropriate, staff work in partnership with parents, carers, and relevant professionals to support and address any individual learning and development needs.

Reception Baseline

The Reception Baseline Assessment (RBA) is a statutory assessment that has been in place since September 2021. Staff administer the assessment within the first 6 weeks that a child starts in Reception class. The children do not 'pass' or 'fail' the assessment, it simply provides a snapshot of where children are when they start school in the reception year.

EYFS Profile

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child - before 30th June in that term. The profile is a summary of a child's attainment at the end of Reception. It is not a test and a child can't 'pass' or 'fail'. Each child is assessed against the 17 Early Learning Goals and is given one of the following levels:

Expected: child is working at the level expected for their age

Emerging: child hasn't reached the level expected yet

A child is considered to have a 'good level of development' if they have achieved the expected level in the Early Learning Goals for all aspects of PSED, Physical Development, Communication and Language, Literacy and Mathematics.

We share the EYFS profile with the child's Year One teacher. This helps to inform a discussion between Reception and Year One teachers about the child's stage of development and learning needs and helps with planning activities in Year One. In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into Year One. The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

Sharing Assessments with Parents

Throughout the year, the Reception staff will provide parents and carers with information about their child's learning and development. In October and March, parents are invited to attend parents' evenings. This is a valuable opportunity to speak to the teacher about recent assessments. Parents and carers are also provided with detailed information when ELS phonics assessments have been carried out.

Parents and carers are encouraged to engage with their child's learning and development. Stoke Prior First School operates an open-door policy, so that parents can speak to their child's teacher about any concerns. We actively encourage parents and carers to share any worries or concerns as soon as possible.

The school shares the results of each child's EYFS profile, but not the RBA with their parents and/or carers.

The EYFS profile report will:

Be child-specific.

Be concise and informative.

Help to identify appropriate next steps.

State their child's attainment against the ELGs.

Summarise attainment in all areas of learning.

Comment on general progress including the characteristics of effective learning.

6. Working with parents and carers

We know that children learn and develop well when there's a strong partnership between our staff and each child's parents and/or carers.

We value the contributions of parents and carers and aim to foster a strong working relationship with them. This begins before a child starts school with new parents meeting where Reception staff introduce themselves as well as a home visit, giving opportunities to share useful information about the child including their likes and any worries or concerns the child or parent may have.

Once in school, we keep parents and carers up to date with their child's progress and development. Informal catch ups e.g. at pick up are encouraged, as well as attending two parents' evenings. The EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding, and abilities.

In Reception, each child's key person is their class teacher. The teacher ensures that every child's learning and care are tailored to meet their individual needs. They work closely with parents and carers to support and guide children's development both in school and at home. The teacher also supports families in accessing additional or specialist support where appropriate, ensuring every child receives the guidance they need to thrive.

7. Staff

7.1 Staff training

In line with whole school policy, 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 two 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

Please 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 the 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 the Chair of Governors.

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

7.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

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 Safeguarding and Child Protection policy for more information.

8.1 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we may also inform the police. If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted **as soon as reasonably practicable, and in any event no later than 14 days** of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s). Furthermore, if any allegations are made against staff, the LADO will be notified.

8.1.1 Investigating the concern

When a concern is received by the headteacher– referred to from here as the 'recipient' – they will:

Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person

Get as much detail as possible about the concern at this meeting, and record the information

Establish whether there is sufficient cause for concern to warrant further investigation. If there is, then:

Arrange a further investigation into the matter, involving Aequalis Education Trust, if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police

Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

8.1.2 Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

8.2.1 Mobile phones and devices

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Use of Images Policy.

Use of personal mobile phones by staff members

Staff members must not use personal mobile phones or cameras when children are present. Staff may have mobile phones on school premises, but may only use them to authenticate access to the school email system, which should be done before children are in the room. Staff may use mobile phones in the classroom and staffroom during breaks and non-contact time. Mobile phones are safely stored away in lockers in the staff room.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of the school's mobile phones and cameras

The Early Years team may use an iPad to support observations in the Reception classroom. Staff use a school device to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection.

School devices must only be used for work related matters, for example recording and documenting a child's learning.

Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices must not be taken off school premises without prior permission from the headteacher. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

8.2.2 Children using iPads

The Online Safety Policy will be adhered to at all times. This includes installing internet filters and antivirus software on all devices and ensuring children are supervised appropriately when using the internet. In the event of children accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

8.3 Staffing ratios

We make sure that the appropriate statutory staff to child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For classes where the majority of children will reach the age of 5 or older within the school year, we have at least two members of staff for every 30 children.

8.4 Paediatric first aid (PFA)

We have at least one 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.

8.5 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

8.6 Absence

We are required to follow up promptly on all absences.

If a child is absent for an extended period, or if parents/carers have not notified us of the reason for the absence, we will make reasonable attempts to contact parents/carers and any listed emergency contacts.

Please refer to our Attendance Policy for further details, including the expectations placed on parents/carers to report all child absences.

8.7 Oral health and tooth brushing

In the early years, we promote good oral health, as well as good health in general, for example, by talking to the children about the effects of eating too many sweet things and the importance of brushing your teeth.

The remainder of our safeguarding and welfare procedures are outlined in our school's Safeguarding and Child Protection policy, which can be found on our website.

8.8 Safer eating

While children are eating, there will always be at least one 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

This information will be shared with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

Training is given to staff to ensure they 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 staff

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 act as appropriate.

8.9 Accident or injury

A first aid box is always accessible containing appropriate items for children.

We keep a written record of accidents or injuries and any first aid treatment.

We will inform parents or carers the same day of any bump to the head. A text message is also sent to the parent and the child is given a red paper wrist band to show they've had a head bump.

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.

8.10 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are 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.

8.11 Toileting and privacy

We make sure that there are:

Enough toilets and hand basins available for the children

An adequate supply of necessary items such as spare underwear and clothes

Separate toilet facilities for adults

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

9. Monitoring arrangements

The governing body is responsible for:

Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Photography Policy.

Ensuring there is a policy in place in the event of an allegation being made against a member of staff, including supply staff, or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.

Monitoring the implementation of this policy.

Ensuring that this policy does not discriminate on any grounds.

Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

familiarising themselves with, and following, this policy.

remaining alert to any issues of concern in children.

ensuring a holistic approach is implemented and children are nurtured.

This policy will be reviewed by the EYFS Subject Leader and approved by the headteacher every year.

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

Person Responsible – Subject Leader	Rachel Bullock
Date Policy Agreed:	June 2026
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Distribution:	Staff / Governors / Website