

# ATTAIN ACADEMY PARTNERSHIP



## Early Years Foundation Stage (EYFS) Policy

For

**Gosfield Community Primary School**



**November 2025**

## Contents

1. Aims .....	3
2. Legislation .....	3
3. Structure of the EYFS .....	3
4. Curriculum.....	3
4.1 Planning .....	4
4.2 Teaching.....	5
5. Assessment .....	5
6. Working with parents and carers.....	6
7. Staff.....	7
7.1 Staff training .....	7
7.2 Safer recruitment .....	7
8. Safeguarding and welfare procedures .....	8
8.1 Safeguarding procedures .....	8
8.2 Staffing ratios.....	8
8.3 Paediatric first aid (PFA).....	8
8.5 Absence .....	8
8.6 Oral health and tooth brushing .....	9
8.7 Safer eating .....	9
8.8 Accident or injury .....	10
8.9 Safety of premises.....	10
9. Equal opportunities .....	10
10. Equality Impact Assessment Statement.....	11
11. Monitoring arrangements .....	11
12. Document Version Control.....	11
Appendix 1. List of statutory policies and procedures for the EYFS .....	12

<b>Document Reference</b>	<b>Number:</b> GCPS023	<b>Version:</b> 2025-1
<b>Policy Approved and Minuted</b>	<b>By:</b> Local Governing Board	<b>Date:</b> 09/12/2025
<b>Date of Next Review</b>	November 2028	
<b>Status:</b> Statutory	<b>EIA:</b> <input checked="" type="checkbox"/>	

## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, wellbeing, 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 2025.

This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

Our Reception cohort consists of 20 children who are based in Class 1 alongside 10 Year 1 pupils. The classroom environment is carefully organized to ensure that Reception children have access to continuous provision and play-based learning opportunities in line with the Early Years Foundation Stage (EYFS). While they share the classroom space with Year 1, Reception pupils receive dedicated teaching tailored to their developmental needs. Phonics is taught separately to ensure age-appropriate progression and to provide focused support for early reading skills. This structure allows for collaborative learning while maintaining the integrity of the EYFS curriculum.

## 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

We follow the four guiding principles outlined in the EYFS Framework (2025):

- **Every child is unique**, who is constantly learning and can be capable, confident, resilient and self-assured.
- **Positive relationships**- children learn to be strong and independent.
- **Enabling environments**- responsive teaching supports individual needs and helps them to build their learning over time. Children benefit from strong partnership between practitioners and parents and/or carers.
- **Learning and development**- children develop at different rates, and learning experiences are tailored accordingly. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND)

## 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. 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 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 are developing, and take these into account.

Planning is informed by the EYFS statutory framework and guided by Drawing Club, which provides imaginative contexts to inspire curiosity and creativity. Practitioners use this approach to plan for continuous provision and enhanced opportunities for learning across all areas of development. Planning incorporates both indoor and outdoor environments, recognising that outdoor learning is essential for physical development, exploration, and problem-solving.

## 4.2 Teaching

Play is central to our curriculum and is recognized as essential for children’s holistic development. Through play, children learn to explore, investigate, and consolidate new skills in meaningful contexts. Practitioners stimulate children’s interests and respond to emerging needs, ensuring that learning experiences are tailored to each child. Teaching is delivered through a balance of adult-led and child-initiated activities, with focused sessions for key skills such as phonics taught separately to Reception pupils.

### Role of Practitioners

Practitioners guide development through warm, positive interactions and secure routines that promote confidence and independence. They observe and assess children’s progress continuously, using this information to adapt provision and extend learning. Every child is supported to feel safe, valued, and challenged within a nurturing environment that fosters curiosity and a love of learning.

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

In accordance with the **EYFS Statutory Framework (2025)**, assessment in Reception is ongoing, purposeful, and integral to high-quality early years practice.

- **Identifying Next Steps for Learning:**  
Practitioners continually observe children during play and group activities to identify each child’s current skills and interests. These observations inform the planning of precise “next steps,” ensuring that learning is tailored to individual developmental stages and supports progression across the EYFS areas of learning.
- **Informing Planning and Provision:**  
Assessment directly influences both continuous provision and adult-led teaching. It ensures that indoor and outdoor environments are well-resourced and responsive, offering meaningful learning opportunities that match children’s evolving needs and stimulate curiosity.
- **Communicating Progress with Parents and Carers:**  
Through shared observations, ongoing feedback, and formal updates (Reception Baseline Assessment and end-of-year profile), practitioners maintain strong partnerships with families. These conversations focus on each child’s achievements, emerging strengths, and areas for further development.
- **Supporting Children with SEND or Additional Needs:**  
Assessment is used proactively to identify children requiring targeted support. By highlighting learning gaps or emerging needs early, practitioners collaborate with parents, SENDCOs, and other specialists to implement personalised strategies, ensuring every child receives the scaffolding they need to thrive.

This balanced approach to assessment—not focused on paperwork but embedded in daily practice—enables practitioners to respond swiftly and sensitively to children’s developing needs, ensuring that all learners make strong progress in a rich, play-based environment.

Within the first 6 weeks that a child starts reception, staff will administer the reception baseline assessment (RBA). [The requirements for the RBA are set out in Annex B of EYFS statutory framework]

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (‘emerging’)

We share the EYFS profile the child’s year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child’s stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child’s ‘progress check’ and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

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 1.

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.

## **6. Working with parents and carers**

We recognise that children learn and develop best when there is a strong partnership between our staff and each child’s parents and/or carers. We keep parents and carers informed about their child’s progress and development through regular communication and formal reporting. The EYFS Profile provides a well-rounded picture of each child’s knowledge, understanding, and abilities at the end of the Reception year.

To strengthen this partnership, we:

Hold two formal parent meetings each year (Autumn and Spring terms) to discuss progress, next steps, and any support needed.

Offer “Come and Read” sessions twice each half term, encouraging parents to engage with their child’s reading and learning in school.

Maintain daily liaison between staff and parents where needed, ensuring open communication about wellbeing, learning, and any concerns.

Request that parents/carers provide more than two emergency contact numbers for their child wherever possible, to ensure safety and continuity of care.

At the end of the academic year, provide a written report detailing each child's achievement and progress against the Early Learning Goals (ELGs), along with comments on their characteristics of effective learning.

This collaborative approach ensures that parents and carers are active partners in their child's learning journey, supporting progress both at school and at home.

## **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 child protection and safeguarding policy and recruitment policy for details of our safer recruitment procedures.

## **8. Safeguarding and welfare procedures**

### **8.1 Safeguarding 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.

### **8.2 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
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

### **8.3 Paediatric first aid (PFA)**

We have 13 people 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.

### **8.4 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

### **8.5 Absence**

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy and the lost child and missing child Policy for more on this, including our expectations of parents/carers to report child absences.

## **8.6 Oral health and tooth brushing**

We promote good oral health, as well as good health in general, in the early years by talking to the children about:

- The effects of eating too many sweet things and fizzy drinks
- The importance of brushing your teeth

## **8.7 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 an appropriate chair 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 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.

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 staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

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.

## **8.8 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.

## **8.9 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.

## **8.10 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 necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults

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

## **9. Equal opportunities**

- 9.1 The statutory framework for EYFS has equality of opportunities at its core. The curriculum in our school is designed so that it is inclusive and accessible by all children. We are committed to ensuring that our children have access to all aspects

of school life and are given the best opportunities to progress academically, socially and emotionally.

- 9.2 Most children’s needs can be met through quality first teaching. Where a child has additional needs, adaptations and reasonable adjustments are made to the curriculum to meet their particular needs. For the small amount of children who do not make progress despite the adjustments, they are added to the SEND (Special Education Needs and Disability) register. Children on the SEND Register will receive further additional support as appropriate and details can be found in the SEND policy with additional information relevant specifically to Gosfield Community Primary School contained within the school’s Information Report.

## 10. Equality Impact Assessment Statement

- 10.1 All children, irrespective of race, gender, disability, cultural background, sexual orientation, age or socio-economic background or religion/belief have the right to access a curriculum, which is broad, balanced, relevant and coherent, and meets statutory requirements.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it does not prioritise or disadvantage any pupil and it helps promote equality at this school.

## 11. Monitoring arrangements

This policy is monitored by the local governing body and will be reviewed every 4 years by the Headteacher, or earlier if necessary.

## 12. Document Version Control

Version	Date Issued	Author	Update Information
2022-1	March 2022	K Ellwood	Original issue
2025-1	November 2025	C Bower	Policy was reformatted. Amendments included clarification of safeguarding procedures in section 8 (8.1 – 8.10)

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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Child Protection and Safeguarding Policy Dealing with allegations against adults in school policy
Procedure for responding to illness	Health, Safety and Welfare Policy Policy on the Administration of Medicines and Management of Children's Illnesses Infection Control Policy
Administering medicines policy	First Aid Policy policy on the administration of medicines and management of children's illnesses
Emergency evacuation procedure	School Emergency Action Plan Emergency Planning Policy Fire and emergency evacuation policy
Procedure for checking the identity of visitors	Child Protection and Safeguarding Policy Visitor Management Policy
Procedures for a parent/carer failing to collect a child and for missing children	Child Protection and Safeguarding Policy Lost Child and Missing Child Policy
Procedure for dealing with concerns and complaints	Complaints Policy Whistleblowing Policy
Intimate Care procedure	Intimate Care Policy