

Early Years Foundation Stage (EYFS) policy



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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2026.

The school will ensure that all staff understand and implement the statutory requirements and that practice is consistent with the school's safeguarding, behaviour, SEND, attendance, health and safety, online safety and other relevant policies.

3. Structure of the EYFS

At Pike Fold Primary School, we recognise that the Early Years Foundation Stage (EYFS) is a crucial stage in a child's development.

Principles and Ethos

Pike Fold Primary School is a warm, welcoming, and happy school. The EYFS unit provides a secure learning environment where children are valued and where every child's unique learning potential is developed. Warm caring relationships are established in the EYFS unit and children are encouraged to develop their creativity and self-esteem. The children are taught in an environment, which has high expectations for all aspects of behaviour and learning.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At Pike Fold Primary School, most children join us at the age of three in the Nursery class. Children join the

Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS unit at Pike Fold has places for 52 nursery class children and 60 reception class children. There are 112 children in the EYFS unit. We offer part time and full time Nursery places.

Aims

- To give each child a happy, positive, and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore, and test them out along with their own, individual experiences.
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually, and emotionally.
- To encourage children to develop independence within a loving, secure, and friendly atmosphere.
- To support children in building relationships through the development of social skills such as cooperation and sharing.
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.
- To provide an ambitious, language-rich and carefully sequenced curriculum.
- To work closely with parents, carers and relevant professionals.
- To promote equality, inclusion and respect for diversity.
- To prepare children effectively for the next stage of their education.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework 2026.

Our practice is underpinned by the four EYFS overarching principles:

- A unique child – developing resilient, capable, confident, and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Pike Fold we recognise that every child is a competent learner who can be resilient, capable, confident, and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Pike Fold Community Primary School. 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 special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Inclusion manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

We meet the needs of all our children through:

- 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 needs;
- providing a wide range of opportunities to motivate 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;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- 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.

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Learning and Development

At Pike Fold Community Primary School, we recognise that children learn and develop in different ways and have their own learning styles. Teachers and teaching assistants provide the curriculum in the EYFS Unit. The class room is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, or rest. The room is set up in learning areas where children are able to find and locate equipment and resources independently.

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2026.

The EYFS framework includes 7 areas of learning and development that we must teach. We value all areas of learning and development equally and understand that they are often inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships' and thrive. These three areas are known as the prime areas.

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

Achievement of these prime and specific areas of learning is underpinned by the Characteristics of Effective teaching and Learning

- Playing and exploring – engagement, children investigate and experience things, and 'have a go'
- Active learning – motivation, children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically – thinking, children have and develop their own ideas, make links, and develop strategies for doing things

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. Effective learning builds and extends upon prior learning and following children's interest. 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 (2Simple 'Evidence me' profile). Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

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 stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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.

Planning will consider the emotional, social, physical, creative and intellectual development of the children and will be based upon what the children can do. Learning will be active and involve first hand experiences using cross-curricular topics – holistic learning - set in meaningful contexts. It will value the children's own interests. Children are involved in making choices and decision. Self-discipline and respect for self and others are strongly encouraged. There will be a balance of child initiated and adult initiated activities with focused teaching and independent learning. Purposeful play situations are planned and are valuable for observing, supporting and extending the children's learning. Open ended questioning is used to encourage investigation and problem solving.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the Inclusion manager in order to access Special Educational Needs support.

4.2 Teaching

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the 17 early learning goals throughout the EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;

- the identification of the progress and future learning needs of children through observations;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- 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.

Our teaching is based on a balance of:

- high-quality adult-child interaction
- child-initiated play
- adult-guided play
- direct teaching
- modelling
- demonstration
- questioning
- storytelling
- conversation
- repetition and practice
- first-hand experiences.

We ensure there is a balance of adult led and child-initiated activities across the day. Although much of the time is spent with children 'self-selecting tasks' or 'learn and explore time', the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adults' role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to come and complete a task or game with them, at other times they will participate in a child's game, extending it where possible. 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.

Play (Learn and explore time)

Learning through play is an important part of our early year's classroom. We believe children learn best from activities and experiences that interest and inspire them. We provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. We believe it is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play, which is controlled, and adult led activities is very important to us.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on.

Each day we follow a timetable with set routines in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as key groups. In these slots we focus on our topic work, maths, literacy, phonics and stories and rhymes. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc.

5. Assessment

At Pike Fold Primary school, Assessment is used to understand children's development and to inform teaching, ongoing assessment is an integral part of the learning and development processes.

Staff use:

- professional knowledge
- observation
- interaction
- children's work and creations where useful
- discussion with children
- information from parents and carers
- information from previous settings and professionals.

Staff observe pupils to identify their progress, level of achievement, development, interests and learning styles. These observations are used to shape future planning. 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.

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. We also 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 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.

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.

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, sexual orientation, age, 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. Working with parents and carers

Positive Relationships

At Pike Fold we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

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

- talking to parents about their child before their child starts in our school through an informal meeting on a home visit;
- the children have the opportunity to spend time with their teacher before starting school during transition sessions;
- Inviting all parents to an induction meeting during the half term before their child starts school.
- Offering home visits for our children coming into Nursery and Reception.
- Support children through the transition from pre-school/home to Nursery/ Reception with the children attending on a staggered basis during the first two weeks. This is also to support staff and parents in getting to know each other as well as the children.
- Operating an open door policy for parents with any queries.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive reports on their child's attainment and progress at the end of each term.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits, craft sessions, parent workshops;
- Sharing regularly the children's 'learning journey' and valuing the on-going contributions to these from parents.
- ensuring all parents know that their child's teacher and teaching assistant are their key workers and
- By providing a quiet and confidential area where parents are able to discuss any concerns.
- Using 2simple programme 'Evidence me' to complete observations on the children in the setting which the parents have free access to.
- Encouraging parents to contribute to the child's 2simple profile
- Constant communication through class dojo with key workers and sharing each day of learning on this platform.

Key Person

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. At Pike Fold each child is assigned a key person. The Key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them.

The Foundation Stage staff meet with the feeder pre-school settings and local schools, where possible, to share good practice and discuss current issues. Where children attend other settings we aim to ensure continuity and coherence by sharing information about the child.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

7. Staff

There is a Foundation Stage co-ordinator who has the responsibility for the implementation and monitoring of this policy. Monitoring of teaching and learning is carried out by the Foundation Stage co-ordinator, Head teacher and Deputy Head Teachers with external validation when necessary.

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 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
- Obtain an **enhanced criminal records check and barred-list check for every person aged 16 and over, including volunteers**: works directly with children;
- Recording information about staff qualifications and identity checks, vetting processes and references

No new employee will be permitted to commence work before the required enhanced criminal record and barred-list checks have been received and considered.

Individuals whose suitability has not been appropriately checked will not have unsupervised contact with children.

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 the governing body.

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

It is important to us that all children in the school are 'safe'. 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 children. (See Whole School Safeguarding Policy)

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, as stated in the Statutory Framework for Early Years Foundation Stage, for group and school-based providers 2026 (Section 3) 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 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 will also inform the police.

If any allegation is made of 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 within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

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 the Chair of Governors, 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 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:

In maintained nursery schools and nursery classes in maintained schools:

- We have at least 1 member of staff for every 13 children
- At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002
- 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:

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

8.3 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. Current number of staff with PFA in EYFS is 7.

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 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 children about:

The effects of eating too many sweet things

The importance of brushing your teeth

We use the brush bus scheme and all children in our setting brush their teeth at lunchtime. We follow [government guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

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

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 or highchair and, where possible, in a designated eating space (dining room or snack area).

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.

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

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, injury & Medicine

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 on medical tracker

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.

Pike Fold Primary School has 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. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription i.e. calpol) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." This is done via admicity. Please see the administration of medicine policy. At Pike Fold 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."

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

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's stage of development, they may need some support, for example, dressing, encouragement to wipe their bottom after toileting and changing underwear following an accident. In most cases intimate care is to do with personal hygiene.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. It is our aim that all children should be independent and we consider our role to be one of supporting and encouraging rather than doing.

We make sure that there are:

- Enough toilets and hand basins available for the children
- An adequate supply of necessary items such as spare clothes provided by the parents/carers
- Separate toilet facilities for adults

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

8.11 Screen use – September 2026

Pike Fold recognises that children need opportunities to understand technology while also protecting opportunities for communication, physical activity, play, relationships, sleep and exploration.

From 1 September 2026, the EYFS statutory framework requires providers to have regard to the [DfE's Screen use guidance for early years settings](#).

Our approach is therefore to use screens **sparingly, intentionally and only where they add educational value**.

Screen-time expectations

We will follow the DfE guidance that:

- for children aged two to five, screen time should be limited to **up to one hour per day, and less if possible**.

These are guidance limits rather than a requirement for every child to receive a particular amount of screen time.

Screen-based assistive technology required by children with SEND is not subject to these limits.

In school

Screens will:

- be used for a clear learning or developmental purpose;
- be used for short periods;
- be supervised by an adult;
- involve adult-child interaction;

- support conversation, questioning, thinking and problem-solving;
- never replace high-quality adult interaction;
- never replace active play, physical activity, outdoor learning, books or real-world experiences.

Interactive, screen-free activities will be preferred wherever they can achieve the same learning intention.

Screens will not be used:

- as a default activity to occupy children;
- to manage children's behaviour;
- routinely to calm children;
- as a reward or punishment;
- as background entertainment;
- during meals;
- for prolonged passive viewing.

We will not leave screens playing in the background because this can distract children from social interaction, conversation and active play.

Content

Before content is shown to children, staff will check that it is:

- age appropriate;
- safe;
- developmentally appropriate;
- slow-paced where appropriate;
- predictable and not over-stimulating;
- free from inappropriate advertising;
- free from unnecessary autoplay and scrolling;
- suitable for the learning intention.

Children will not be allowed to access screens alone or without adult co-engagement.

Digital devices used by staff

Staff use digital devices for legitimate professional purposes, including:

- assessment;
- communication with parents;
- safeguarding;
- administration;
- recording learning.

This use is proportionate and does not unnecessarily reduce adult interaction with children.

Staff use photographs and videos of children but only share them using our approved secure systems and with consent from parents.

Pike Fold's mobile phone, photography, data protection, online safety and acceptable-use procedures apply.

9. Transition procedures

At Pike Fold Primary we use the following processes:

Pre-School/Home to Nursery/

- We work closely with the local pre-schools to ensure that we have detailed information about the children prior to them starting at Pike Fold.
- Staff visit the local pre-schools to meet the children who will be joining our Nursery and Pre-schools arrange to bring the children with their key worker for a visit.
- Pre-school parents are invited to an induction session in the school nursery where parents can meet the nursery staff and find out all the information they need.
- Children are invited to a stay and play session with parents to familiarise themselves with the setting.
- Parents will have the opportunity to talk to staff about their child's interests, strengths, pre-nursery experiences, medical history and general information about the child and family as a whole. This can take place at either the induction meeting, stay and play session or home visit. This enables the staff to plan for the child's needs.
- An Induction Pack containing information about the nursery is sent to all parents.
- A home visit is conducted by the Senior Safeguarding, Admissions and Attendance Officer and class teacher to make sure we have all forms back, parents are happy with all information and we see the child in their own familiar setting.
- Intake of nursery children is staggered to enable the nursery staff to settle the children and to spend time developing routines.
- All nursery teachers stay with the children at lunchtime.

Pre-school /Nursery/Home to Reception

- If the children are coming from a different setting the Reception class teachers visit the children in their setting.
- Our Nursery children go to their new keyworker for two transition mornings.
- Parents of the new reception intake are invited into school for an induction evening to meet their child's class teacher and to find out about daily routines.
- New children are invited to a stay and play session with parents to familiarise themselves with the setting.
- Staff visit the local pre-schools to meet the new children who will be joining our Reception and Pre-schools arrange to bring the children with their key worker for a visit.
- For new Reception children a home visit is conducted by the Senior Safeguarding, Admissions and Attendance Officer and class teacher to make sure we have all forms back, parents are happy with all information and we see the child in their own familiar setting.
- Parents of our nursery children who are going into our reception class are invited to a parent meeting to meet the new staff and find out any changes to the nursery routine.
- All Reception teachers stay with the children at lunchtime.
- Nursery and Reception staff meet together for professional discussions about the children

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the school, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. 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')

Year 1 teachers' moderate judgements with the Reception teachers and are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

We recognise that as this is the first year within the National Curriculum some children find this stage of transfer a little difficult. However, the Year 1 curriculum builds on and extends the experiences the children have had during the Early Years Foundation Stage, and with communication between the Reception and Year 1 staff this will ensure a smooth transition and allow children to flourish.

- Reception children encouraged to visit Year 1 to share good work
- Year 1 teachers to spend time in the summer term with Reception class - reading a story, observing children in play activities to assess learning styles etc.
- 'Move on up' day for children to meet their new teacher in their new classroom – two transition mornings
- Take time to observe the children in play activities that they have chosen themselves in order to assess their learning styles and adjust the learning experiences provided accordingly
- Year 1 teachers involved in moderation of EYFS data with Reception teachers
- Year 1 teachers made fully aware of EYFS Profile for each child.
- Transition meetings are held during the summer term for children who need a more individualised programme and support.
- Reception and Y1 staff meet together for professional discussions about the children
- At the start of the Autumn Term parents of Y1 children are invited to a Curriculum morning where the class teachers explain the requirements of the Y1 curriculum
- Year 1 classroom has continuous provision in the autumn term becoming more formalised in the spring term this is to aid those children still working on the EYFS profile to transition onto the National curriculum.

10. Monitoring arrangements

This policy will be reviewed and approved by Rachael Hawcroft Deputy Head every year.

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