



EYFS Policy

Policy Title	Early Years Foundation Stage (EYFS) Policy
School	Tonacliffe Primary School
Author	Mrs Charlotte Clutterbuck (EYFS Lead)
Approved By	Headteacher and Governing Body
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Linked Policies	Safeguarding and Child Protection Policy; SEND Policy; Behaviour Policy; Health and Safety Policy; Intimate Care Policy; Administering Medication Policy; Data Protection Policy
Legislation and Guidance	Statutory Framework for the Early Years Foundation Stage (current version); Keeping Children Safe in Education (current version); Equality Act 2010; Children Act 1989 and 2004; Data Protection Act 2018 and UK GDPR

This policy outlines the provision for children within the Early Years Foundation Stage (EYFS) at Tonacliffe Primary School and should be read alongside the school's safeguarding, SEND, behaviour, health and safety, and data protection policies.

Statement of intent

At Tonacliffe Primary School we are passionate about and greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development. Our intention is to provide our children with the best possible opportunities for learning, in contexts which are meaningful to them and appropriately tailored to their

individual starting points and next steps in learning. Our intent is that every child is happy, safe and secure; making excellent progress at their stage of development. We believe that developing our children's independence and resilience is essential to provide them with life skills required for future success.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life, in which they can build a foundation for a love of learning.

"The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- The **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
- The **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)

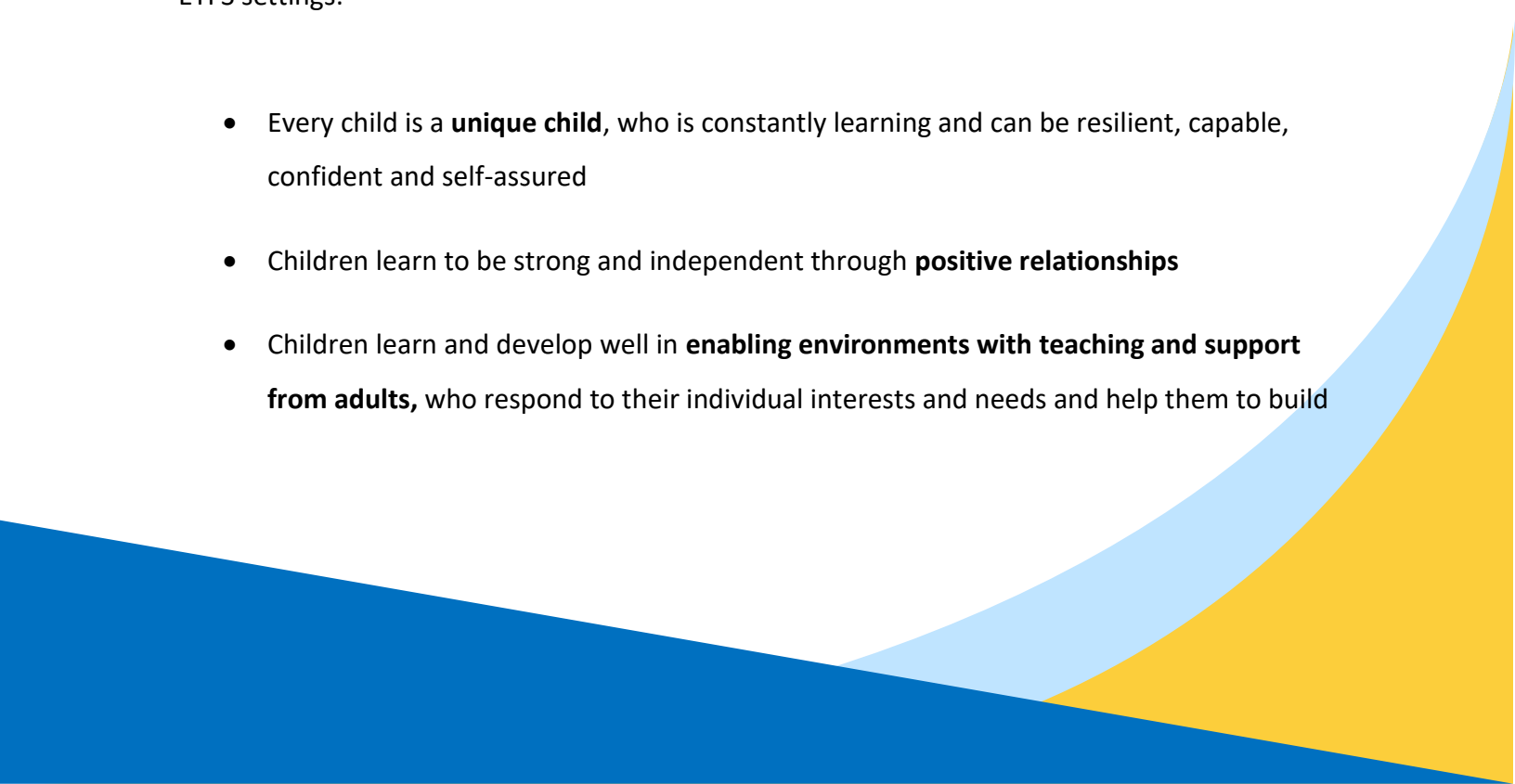
- **Assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare."

Through the implementation of this policy, Tonacliffe Primary School aims to:

- Give every child a happy and positive start to their school life, in which they establish a solid foundation for a love of learning.
- Enable every child to develop socially, physically, intellectually and emotionally.
- Encourage all children to develop independence and resilience and their ability to self-regulate within a safe, secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation, sharing, patience and understanding.
- Work in partnership with parents to meet each child's individual needs to ensure they reach their full potential.
- Ensure children are equipped with the vital early reading and mathematical skills that will develop a life-long love of learning.

Tonacliffe Primary School adheres to the four guiding principles which shape practice within EYFS settings:

- 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
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their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

- Importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15 DFE 2021). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

To implement this into practice, Tonacliffe Primary School will:

- Provide a safe and secure learning environment.
- Provide a broad and balanced curriculum, which is child-led. Planning will evolve from children’s interests and curiosities; taking children’s different stages of development into account.
- Promote equality of opportunity and anti-discriminatory practice.
- Work in partnership with parents/carers.
- Observation and assessment will inform the planning of challenging learning experiences, based on individual needs and interests.

Implementation through Learning and Development

Tonacliffe Primary School offers an EYFS curriculum based on observations of children’s needs, interests and stages of development.

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections- prime and specific; however, all the sections are interconnected and important.

The 'prime' areas of learning and development are:

- 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

The 'specific' areas of learning and development are:

- Literacy
 - Comprehension
 - Word Reading
 - Writing
 - Mathematics
 - Number
 - 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
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In EYFS we do not create a static long term plan, our planning is done on a weekly basis, which reflects children's interests/ curiosities and learning and development needs. We provide a bespoke curriculum which is tailored to our children's specific learning requirements. We provide our children with challenging learning experiences that are engaging and enjoyable, in contexts which are meaningful to them. Each area of learning and development is implemented through a mix of adult-led and child-initiated activity.

In the event of any causes for concern regarding children's progress, the class teacher will share and discuss these with parents or carers. Class teachers alongside the EYFS lead, SENCO and parents will work closely together to plan for additional interventions and strategies to support the children, wherever appropriate. If after intervention and support, the child still presents an issue with progress, the class teacher will liaise with the SENCO who will consider whether the child may have a special educational need which requires additional support. If appropriate, the child may be given a Pupil Passport and this will be used to set realistic, achievable targets, which are regularly assessed, reviewed and renewed. This is a valuable working document and used to track children's progress. Parents are invited to attend regular Pupil Passport meetings where information regarding children's progress is shared and next steps discussed. At Tonacliffe Primary School, we pride ourselves on our effective methods of communication with parents and carers and the essential role this plays to ensure our children achieve their potential.

The school takes reasonable steps to provide opportunities for children with English as an additional language (EAL) to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to develop and reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the class teacher or EYFS lead will contact the child's parents to establish their home language skills to assess if there is a cause for concern about language delay.

Activities are planned with regard to three characteristics of effective learning in the EYFS:

- Playing and Exploring
 - Finding out and exploring
 - Playing with what they know
 - Be willing to have a go
- Active Learning
 - Being involved and concentrating
 - Keep on trying
 - Enjoying achieving what they set out to do
- Creating and thinking critically
 - Having their own ideas
 - Making links
 - Choosing ways to do things and finding new ways

The characteristics of effective learning are continually referred to when children are completing tasks and they are invited to identify the characteristics of learning they have applied to their play and activities. An interactive characteristics of effective learning display is currently being developed within continuous provision for use by both adults and children.

Implementation through Inclusion

Tonacliffe Primary School values all children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace. 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 is monitored and managed by class teachers and the school's special educational needs coordinator (SENCO).

Implementation through the Learning environment

All EYFS classrooms are organised in such a way that children can explore and learn in a safe and stimulating environment. The same emphasis is placed on outdoor learning as it is indoors and its benefits to learning and well-being is valued. Children have access to outdoor provision and daily outdoor activities are planned, unless circumstances, such as extreme weather conditions, would make outdoor activity inappropriate and unsafe. Reception children have access to planned outdoor activities in the woodland 'Forest Friday' each week.

There are two toilet facilities available to the EYFS; the toilets within the nursery classroom for nursery children and the shared Reception/KS1 toilets for reception children. Where necessary, hygienic changing facilities are located within the nursery classroom and school, containing a supply of towels, spare clothes and nappy changing equipment.

Implementation through Assessment

Assessment is essential in helping the school to recognise children's progress, understand their needs, plan activities and assess the need for support. Parents and carers are regularly kept up to date with their child's progress and development and are invited to attend numerous meetings such as three formal parent's evenings, workshops and events in school hours and in the evenings. Class teachers address any learning and development needs in partnership with parents. We have an 'open door' policy, where parents are encouraged to freely speak with class teachers at their classroom doors before and after school.

Tonacliffe Primary School implements formative assessments to assess the learning and development of children in the EYFS. Staff members observe children to understand their level of achievement, interests and learning styles. Observations are recorded using 'post-it' notes and photographs/ videos are taken of children's learning whilst engaged in play activities. This information is then used to shape learning experiences which reflect the children's next steps in learning and development. Photographic evidence and children's work is recorded in subject specific books, teacher assessment files and 'Big Books'. Summative assessments enable

teachers to measure and track progress in learning and development. Statutory summative assessments include:

- Reception Baseline Assessment (RBA)
- EYFS Profile assessment at the end of Reception

Implementation through Safeguarding and Welfare

At Tonacliffe Primary School the safety and welfare of our children is paramount and we take all necessary steps to keep our children safe and well. Any safeguarding or welfare issues are dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in EYFS are required to read this policy as part of their induction training and annually thereafter. The school staff conduct safeguarding training annually. All safeguarding and welfare concerns are logged on CPOMS and shared with the Designated Senior Person.

Implementation through Health and Safety

A first aid area is located in a dedicated area within EYFS environment. The school's Administering Medication Policy outlines the procedures for administering medicines. Staff report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries such as bumped heads will be recorded in an accident book, located in the first aid area. The Head teacher will report any serious accident, illness, injury or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

The school has a Fire Evacuation Plan in place.

Any food or drink provided to children is healthy, balanced and nutritious. The Head teacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14

days of the incident. Information about dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded and shared with members of staff. Fresh drinking water is available at all times and children are encouraged to access this independently.

Smoking is not permitted on the school premises.

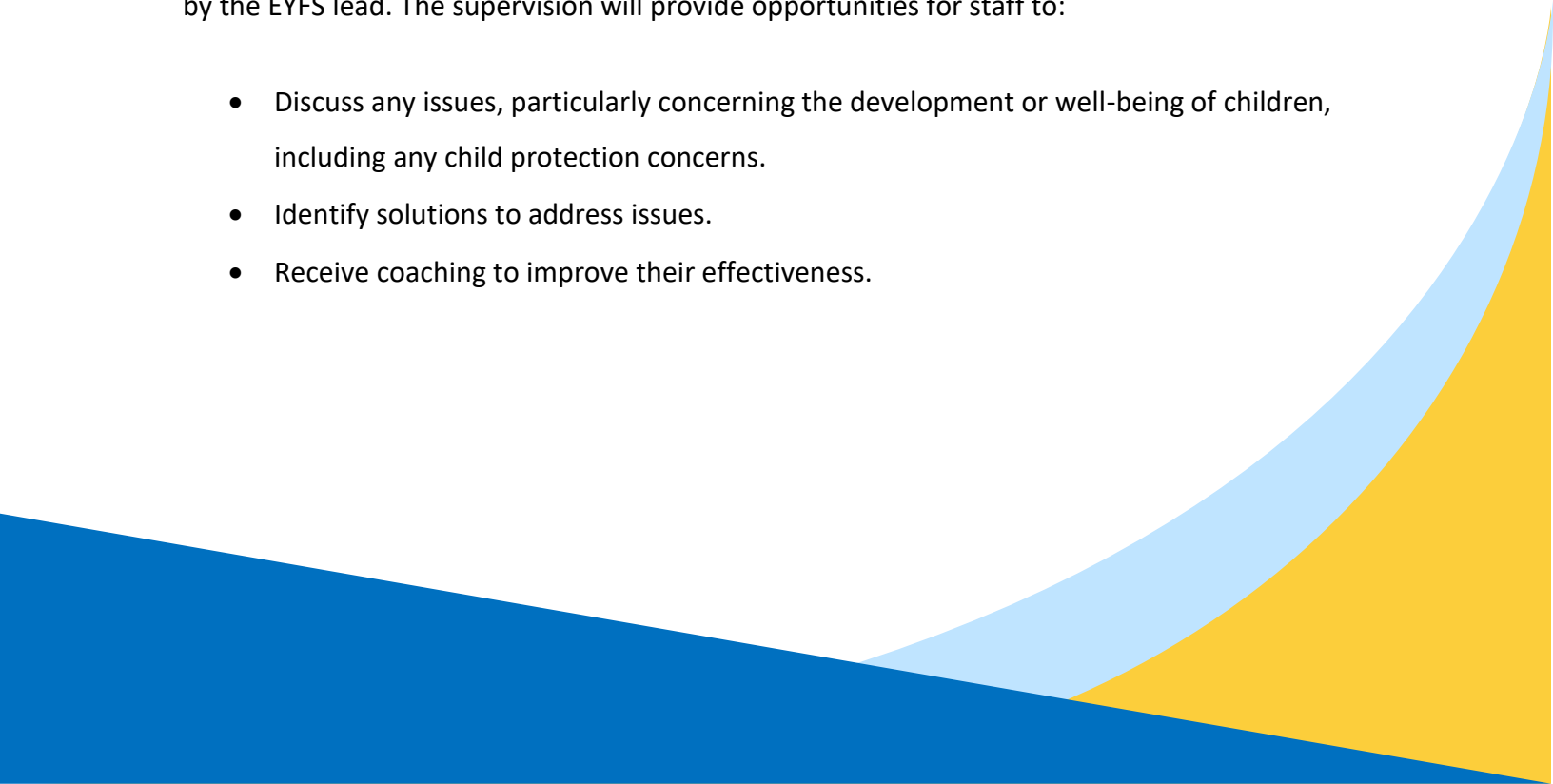
The Health and Safety Policy outlines Tonacliffe Primary School's full health and safety policies and procedures.

Staffing

Tonacliffe Primary School follows the Lancashire Human Resources procedures and policies, which aim to ensure that members of staff employed in the EYFS are suitable. Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection, and health and safety.

Staff are supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families within EYFS are supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or well-being of children, including any child protection concerns.
 - Identify solutions to address issues.
 - Receive coaching to improve their effectiveness.
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Tonacliffe Primary School provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early year's foundation stage'. The school adopts the following staffing ratios:

- For children aged three and over-
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
 - Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements, and, when relevant and practical, will be involved in staffing arrangements decisions. The class teacher will be the children's key person, whose role it is, alongside the TA's is to ensure every child's care is tailored to meet their individual needs.

Information and Records

Tonacliffe Primary School stores and shares information in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy. The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school is recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children in the school, their hours of attendance

The following information is made available to parents:

- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS
- Staffing details

Tonacliffe Primary School will notify Ofsted if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

Implementation through Parental Involvement

At Tonacliffe Primary School, we firmly believe that the EYFS cannot function to the best of its ability without the enduring support of parents. Parents are invited to termly parent's evenings

in addition to the operation of our 'open door' policy. All parents are encouraged to contribute to their child's learning and assessment records through the use of 'WOW Moment' slips. In reception classes, homework is set weekly, which parents are expected to support with. In addition, parents are encouraged to read and/ or listen to their children read daily. Parents receive a report on their child's progress at the end of the academic year.

In the event of children conducting visits out of school grounds, parents are required to sign a permission slip to give consent.

Parents will complete the data protection form which includes permission for the use of photographs of their child and using the internet at school. Parents are asked to complete admission and medical forms. In nursery, parents are asked to complete a safe collections form where they detail who has permission to collect their child. This information is made available to all members of staff working within nursery and to the main school office.

For transition into reception, parents are invited to attend a welcome meeting. Here they will receive their school information pack and any additional information required. The children are invited to attend three transition visits to school, each lasting 1 ½ hours. For transition into nursery, parents are invited to meet with the nursery teacher and visit the nursery classroom during school hours along with their child. Parents are welcome to book tours of the school by the Head teacher should they wish anytime. For transition into year one, parents are invited to attend a 'Transition to year one' meeting and the children take part in three 'moving up' afternoons, where they spend time in their year one classroom with their year one teacher.

Impact

School, in partnership with parents and carers, provide all children with the best possible opportunities for learning, in contexts which are meaningful to them and appropriately tailored to their individual starting points and next steps in learning. Our children will be happy, safe and secure; making excellent progress at their stages of development. Children will be

independent and resilient; developing life skills for future success and assessments will evidence progression in learning and development. Our children will be physically, socially and emotionally well developed and able to achieve their full potential.

Monitoring and Review

This policy will be reviewed annually by the EYFS lead, governing body and head teacher. Any changes made to this policy will be communicated to all members of staff. All members of staff directly involved with the EYFS are required to familiarise themselves with all process and procedures outlined in this policy as part of their induction.

Mrs Charlotte Clutterbuck (EYFS lead) September 2026.

