

# Early Years Foundation Stage (EYFS) Policy

Royles Brook Primary School



Approved by:	Mrs A. Oakes	Date: 5 <sup>th</sup> November 2025
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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

At Royles Brook Primary School we aim to provide a strong foundation for each child to develop a love of learning and be a valuable member of the school and wider community. We create a safe and nurturing environment, which keeps the children's interests at heart. This creates a motivating and enjoyable learning experience that enables all children to become confident and independent learners. Every child is valued as an individual, with each child bringing a diverse range of previous learning experiences which we will build upon. We work closely with parents to help each child reach their full potential as they grow, develop and learn.

## 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.

## 3. Structure of the EYFS

Our EYFS area consists of two reception classes. The reception intake is 45 children, and these are split between 2 classes giving lower class numbers. Each class has a qualified teacher and there is an additional supporting member of staff. The EYFS classes at Royles Brook Primary School operate as a unit where children access the learning opportunities within all the EYFS learning environments. At Royles Brook Primary School the EYFS unit consists of an outdoor learning area, two classrooms and a shared indoor creative area. The teachers in the EYFS follow a dual teaching approach where they teach set subjects to all the children. These subjects are rotated between teachers.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework delivered through the United Learning EYFS curriculum. This focuses on developing resilient, capable and self-assured children, ensuring that they have a strong foundation for future learning. This establishes an enabling and responsive learning environment which is pivoted around the individual needs and interests of the children, as well as, fostering strong partnerships between home and school. To enhance the learning experiences at Royles Brook Primary School we encompass a range of learning programmes within the curriculum experiences we offer. These are; Charanga linked to Expressive Arts and Design, One Decision linked to Personal, Social and Emotional Development, White Rose Education linked to Mathematics, PE Passport linked to Physical Development and The Lancashire Agreed Syllabus linked to Understanding the World and Personal, Social and Emotional Development. The Red Rose Letter and Sounds Phonics Programme is used to support the children's phonological awareness and enhance understanding of reading through connecting sounds of spoken language (phonemes) to their written forms (graphemes).

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### 4.1 Planning

Our staff plan activities and experiences that enable children to develop and learn effectively. In order to do this, staff consider the current abilities and interests of the children and the EYFS curriculum, taking note of the Key Learning identified.

Staff also take into account the individual needs, interests, and stage of development of each child and use this information to plan challenging and enjoyable experiences. 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.

### 4.2 Teaching

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.

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

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

At Royles Brook Primary School, ongoing assessment is an integral part of learning and development. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. Parents/carers are encouraged to share these weekly through responding to the 'Wow Sheet' on their child's Class Dojo Portfolio.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). We try to ensure this is completed within the first 2 weeks of a pupil entering our school.

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 /carers and is shared at regular intervals to parents throughout the school year via face-to-face parent/carer consultation meetings. The **end of the EYFS** results are shared with parents/carers for their child through an end of year report which also includes written feedback in regards to the 'whole child'.

We share the EYFS profile with 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 in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

## 6. Working with parents and carers

We recognise that children learn and develop best when there's a strong and invaluable partnership between staff and parents/carers.

Parents/carers are kept up to date with the learning that takes place each week through the 'Wow Sheet' (a brief overview of the learning from that week) and a weekly phonics note which outlines the learning that has taken place each week for phonics. Parents are also encouraged to share their child's achievements from home on a weekly basis.

Parents/carers are kept up to date with their child's progress and development. Parents' Evenings held in the Autumn and Spring Terms as well as the End of Year Report (including EYFS profiles) helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each class has an interactive parent platform (Class Dojo) in which regular updates are shared and feedback from parents/carers is used to inform next steps in learning whilst also serving to engage parents positively in their child's learning journey. The creation of the platform, early in the summer term prior to transition to school, ensures both parents/carers and pupils are fully involved and enables positive early relationships to be established. Each member of the EYFS team records a clip to send to the parents and children so that they are familiar with the adults at school. We also share recordings of the learning environments and what to expect at transition times (lunchtime and home time). The EYFS teachers also liaise closely with nurseries and childminders to support the transition process. EYFS teachers visit pupils at their nursery/childminders and nurseries are invited into school for activity sessions throughout the year. This supports the children in becoming familiar with the school environment and EYFS teaching staff.

Each child is assigned a key person (class teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents/carers in guiding their child's development at home.

The key person, in conjunction with the SENCO and Senior Family Support Worker, also helps families to engage with more specialist support, if appropriate.

## **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, which is available on the school website.

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

### **7.2 Safer recruitment**

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures, which is available on the school website.

### **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 board.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing, which is available on the school website.

#### **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**

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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, which is available on the school website 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 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 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 if appropriate, involving the governing body. 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 classes where the majority of the children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children.

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

All members of staff in the EYFS department always have an up to date paediatric first aid (PFA) certificate. 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, which is available on the school website 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

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy, which can be found on the school website.

#### **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 spare clothes
- Separate toilet facilities for adults

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

# **9. Monitoring arrangements**

This policy will be reviewed and approved by Mrs A. Oakes (Early Years Lead) every year.

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



## 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, see <https://www.roylesbrookprimaryschool.co.uk/page/our-policies/137681>

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