

ST PETER'S PRIMARY SCHOOL



Early Years Foundation Stage Policy 2026-2027

To be Ratified by Governors: October 26

UNCRC Commitment:

St Peter's CE Primary is fully committed to recognising, respecting, promoting and implementing the Rights of the Child as set out in the United Nations Convention on the Rights of the Child. As a Rights Respecting School, we strive to place the Rights of the Child at the very heart of our policies and practices.

Article 17 You have the right to get information that is important to your well-being

Article 28 You have the right to a good quality education.

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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.

3. Structure of the EYFS

Intent

- We aim to foster a love of learning and develop enquiring minds through promoting play
- To create a warm, positive and engaging environment in which to learn
- To offer a rich and varied curriculum resulting in excellent outcomes for all
- Develop children's understanding of their own world and the wider world
- Enable children to be inquisitive and develop their language skills

- Create children who are confident to question, explain their thinking and share their knowledge
- We promote emotional well-being
- We build positive relationships and work in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn.

Impact:

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child. Weekly meetings take place with the teachers and teaching assistants where planning and provision is reviewed as well as identifying next steps for the children.

The Early Years provision features in areas of the School Development Plan and has a rigorous plan for development each year. In addition, an action plan is created by senior leaders. This is monitored and evaluated by the teacher, SLT and the EYFS governor.

We track children's progress and attainment through an online tracking system called Insight. Data is entered every term and is then analysed. Gaps are identified and next step targets are set.

SEND in the EYFS

In consultation and working collaboratively with parents/guardians the school's Special Educational Needs Co-ordinator (SENCo) will lead on provision for children who may experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development in line with the Special Educational Needs (SEN) Code of Practice (2014) and the school's SEN/Inclusion Policy. We aim to meet the needs of all our children by:

- Carrying out nursery visits for those children who have been identified as SEN
- Meeting parents prior to visiting school
- Making transition books for children
- Setting realistic and challenging expectations
- Aiming for all children to achieve the Early Learning Goals by the end of the EYFS. We achieve this by planning for different learning styles, children with special educational needs, children who are more able, children with disabilities or medical needs, children from all social and cultural backgrounds as well as children with diverse linguistic backgrounds
- Providing a safe and supportive learning environment in which the contributions of all children are valued
- Using resources which reflect diversity and are free from discrimination and stereotyping and which all children have equal access to
- Monitoring children's progress and providing support where necessary, within the resources available to the school. This may include a phased transition programme dependent on a child's specific SEN support plans
- Providing specific targets detailed in Individual Support Plans (ISP) and following external therapy or support programmes of work such as Speech and Language or OT

- Working collaboratively with families or carers, the SENCo and other professionals such as Speech and Language Therapists, Educational Psychologists or other external agencies
- Providing regular workshops to help parents support their child's learning at home

4. Curriculum and Implementation

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 believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential. With all of this in mind, we begin each new year by looking at the individual needs of our children, taking into account their different starting points.

Our curriculum provides children with a careful balance of both adult led and child initiated learning experiences, which stimulate interest and curiosity in all 7 areas of learning.

Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop their learning independently through exploration and challenge.

The "Characteristics of Effective Learning" are at the heart of our Curriculum and explore the different ways in which children learn.

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things'

All the learning experiences we plan for the children allow them to utilise and develop these skills. Our learning environments, both inside and outside, are stimulating and exciting, and relevant to the needs and age/stage of our children. Our environments are literacy rich enabling children to develop their understanding of language and build their vocabulary. Environments are easily accessible to develop children's independence.

The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful. Our curriculum ensures children are well prepared for the next step in their learning journey. On entry into Year 1, our children have the knowledge and skills needed for the Year 1 curriculum.

- We use the Little Wandle Letters and Sounds Programme which is taught daily- see phonics policy
- Maths is taught daily and we follow the White Rose Maths Scheme- see Maths Scheme
- EYFS features on all subject overviews to ensure clear progression of knowledge and skills
- We use Pathways to Write for Literacy where high quality texts are used
- Provision is carefully planned using the common play behaviours progression of skills document
- We follow the Curriculum overview for EYFS. Environmental plans then detail the weekly provision and activities
- Enrichment opportunities are carefully planned into the curriculum to give children a variety of opportunities and experiences
- Daily story time, chatter books and chatter bags are used to develop reading for pleasure as well as their communication and language skills
- Reception Baseline is carried out within the first 6 weeks.
- Phonics is started in week 2 of the Autumn 1 and the children follow the Little Wandle Progression of Sounds
- Home visits are offered for all children
- Children attend open afternoons to meet the staff and familiarise themselves with the environment
- Reception SALT screen on entry- NELI

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.

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.

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

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 St Peter's, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. Staff have high-quality interactions with pupils throughout the day, enabling them to build strong relationships and gain a clear understanding of each child's individual needs. This knowledge allows staff to plan effectively for pupils' next steps in learning and personal 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). In addition to the RBA, we carry out more in-depth assessments to support the baseline.

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 unless parents ask for it.

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 well when there's a strong partnership between our staff and each child's parents and/or carers.

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to make sure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

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

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 year, 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
- Safeguarding training is delivered at least twice a year with termly updates in staff meetings/briefings.

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 two references 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.

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 it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to John Kitchen or Louise Macho (Safeguarding Governor)- see posters around the school.

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

7.3.1 Malicious or vexatious allegations

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

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

8. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our Child Protection Policy and 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 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 and the LADO 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/Governor 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. 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:

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 3 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 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
- The importance of brushing your teeth

We take part in the Keep Smiling Programme and the children receive 2 visits per year which educates children on brushing their teeth and have fluoride applied. We also send out lists of local dentists and have a healthy eating policy in school.

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. All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or in a designated eating space. They will eat their morning snack in the classroom.

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

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 bag (which contains appropriate items for children) always accessible in the classroom.

We keep a digital record of accident or injuries and any first aid treatment on Medical Tracker.

We will inform parents or carers the same day 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.

If a pupil becomes unwell during the school day, staff will ensure the child is cared for in a safe and supportive environment until they can be collected by a parent or carer. Any signs of illness, such as fever, vomiting, or unexplained rashes, will be taken seriously, and children will be supervised in a designated area away from their peers to reduce the risk of infection. Parents or carers will be contacted promptly and in cases where medical attention is required, the appropriate healthcare services will be called. Where an illness may affect other pupils or staff, such as confirmed cases of infectious diseases, the school will issue letters or notifications home to parents and carers to provide clear information, guidance, and reassurance. All incidents of illness will be recorded in line

with school procedures, and staff will follow hygiene and infection control measures, including thorough cleaning of any affected areas.

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 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.

8.11 Risk Assessments

In accordance with the Statutory Framework for the Early Years Foundation Stage (EYFS), the school has a legal duty to ensure that children are cared for in a safe and secure environment. Risk assessments are carried out to identify potential hazards, minimise risks and promote the health, safety and welfare of all children, staff and visitors. Risk assessments are reviewed regularly and whenever there is a significant change to the environment, procedures or the needs of individual children. At St Peter's, written risk assessments are maintained and implemented for key areas and routines, including:

- Outdoor Area – ensuring outdoor equipment, surfaces and activities are safe and suitable for children.
- Indoor Provision – monitoring the safety of learning environments, resources, furniture and equipment.
- Going to the Toilet – ensuring children can access toilet facilities safely, independently and with appropriate supervision, maintaining dignity, privacy and safeguarding at all times.
- Dismissal Procedures – ensuring children are collected safely by authorised adults and that clear systems are in place to prevent children leaving with unauthorised individuals.
- Safer Eating Procedures – reducing the risk of choking, managing allergies and dietary requirements, promoting safe eating practices and ensuring appropriate supervision during snacks and meals.

These risk assessments form part of the school's safeguarding and welfare arrangements and are shared with relevant staff to ensure consistent and safe practice across the EYFS provision.

8.12 Staff Supervision and Professional Support

St Peter's CE Primary School recognises that effective supervision contributes to both high-quality teaching and learning and the safeguarding and welfare of children.

All EYFS staff receive regular professional support and supervision to ensure they:

- Understand and fulfil their roles and responsibilities.
- Promote children's learning, development and wellbeing.
- Maintain high standards of safeguarding practice.
- Receive support for their professional development and wellbeing.
- Have opportunities to discuss safeguarding concerns, practice issues and training needs.

Professional supervision may take place through:

- Formal supervision meetings
- Performance management and appraisal processes
- Safeguarding discussions
- Coaching and mentoring
- Team meetings
- Professional development meetings with senior leaders

The EYFS Lead and senior leaders provide guidance and challenge to ensure that practice remains effective and aligned with statutory requirements.

Where safeguarding concerns arise, staff will receive appropriate support and opportunities to reflect on practice. The school recognises that safeguarding incidents may impact on staff wellbeing and will provide access to support where required.

New staff, students, apprentices and volunteers receive induction appropriate to their role, including:

- Safeguarding and child protection procedures
- Health and safety requirements
- Behaviour expectations
- Online safety
- Whistleblowing procedures
- The EYFS Statutory Framework

The Headteacher and Early Years Lead are responsible for ensuring that supervision arrangements are effective and contribute to continuous improvement within the EYFS provision.

In line with the school's vision of '*Living Life in All Its Fullness*,' supervision arrangements promote a culture of professional reflection, continuous learning, wellbeing and belonging, ensuring that staff are equipped to provide the highest quality care and education for every child.

8.13 Screen Time

In line with the Early Years Foundation Stage statutory framework from September 2026, the school has regard to the Department for Education's guidance on screen use in early years settings. We recognise that technology can support learning when used purposefully and appropriately and we use short, carefully selected clips or programmes that extend children's learning and interests. There is no unmanaged screen time in the EYFS as we prioritise learning opportunities that engage children in hands on learning, imaginative and physical play and develop language and social skills.

We follow the Kapow Computing scheme as computing and in Reception children learn how to use a keyboard and mouse, how to give instructions, how to programme a Bee Bot and have an introduction to data handling.

See our Computing Curriculum overview here [M Condensed Computing LongtermPlan 16.12.25](#)

9. Monitoring arrangements

This policy will be reviewed and approved by the Governors every two years. At every review, the policy will be shared with the Governing body.

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.

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 First Aid and Medication Policy
Administering medicines policy	See First Aid and Medication Policy
Emergency evacuation procedure	See Evacuation 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 children missing in education	See Collection Policy and Attendance Policy for missing children
Procedure for dealing with concerns and complaints	See complaints Policy

