

# Early Years Foundation Stage (EYFS) Policy

## Arunside Primary School



Approved by: Mrs D Jagger Date: 13<sup>th</sup> November 2025

Last reviewed on: Autumn 2025

Next review due by: Autumn 2028

| Date          | Section | Policy Review Updates   |
|---------------|---------|---|
| November 2025 | 2       | Updated date of legislation   |
| November 2025 | 4.1     | Expanded on our curriculum details including the long-term plan, individual needs and SEN support   |
| November 2025 | 4.2     | More in depth explanation on how teachers meet the student needs and prepare them for the next stage.   |
| November 2025 | 5       | Updated to include the use of a 'Learning Journal' and an explanation of the 17 Early Learning Goals  |
| November 2025 | 6       | Updated to show use of Learning Journal and Progress Reports  |
| November 2025 | 7       | New section added detailing Staff Training, Safer Recruitment and whistleblowing. This has re-ordered subsequent sections.  |
| November 2025 | 8       | New section number.<br>Safeguarding and welfare procedures – A 10-point section on responding to allegations, staffing ratios, paediatric first aid, designated safeguarding leads, absence, oral health and toothbrushing, safer eating, accidents and injuries, safety on premises, toileting and privacy |
| November 2025 | 9       | New section number  |

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### 1. Aims

This policy aims to ensure:

- That EYFS children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for 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 EYFS child is included and supported through equality of opportunity and anti-discriminatory practice

### 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from **1 September 2025**.

### 3. Structure of the EYFS at Arunside School

At Arunside School, EYFS provides a solid foundation in all aspects of the curriculum building a wealth of knowledge and skills. The environment allows all children to feel secure and happy whilst allowing them to develop a wide variety of key skills across all the areas of learning.

The day is mapped out on a visual timetable for the children, they access both indoors and outdoors during the day, and a mixture of self-initiated play-based opportunities and adult led teaching and group tasks.

### 4. Arunside School Curriculum

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

The EYFS framework includes 7 areas of learning and development that we 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

When planning and guiding children, adults also reflect on the different 'Characteristics of Effective Teaching and Learning' (CoL):

- Playing and exploring
- Active Learning
- Creating and Thinking critically

## 4.1 Arunside School Planning

At Arunside School our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. 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.

We have a long-term plan that ensures that all areas of the EYFS curriculum are covered throughout the year. We also have curriculum coverage documents for each area of learning that ensure that the curriculum is coherently planned and sequenced. Each week a more detailed plan is written to identify what each of the adults will be teaching in their focus group tasks. In addition to this a 'Continuous Provision Plan' is completed weekly to enhance the play provision in the setting.

Early reading is a high priority at Arunside School and the children follow a comprehensive Synthetic Phonics programme from Schofield & Sims; 'My Letters and Sounds'. All adults in EYFS are trained in the programme and are confident at delivering a high-quality phonic provision to all children. Children have regular opportunities to hear stories and rhymes read aloud, and the promotion of the love of reading is at the heart of all we do.

Whilst working with the children, adults will consider the differing individual needs and stages of development that the children are at and ensure that the activity meets their needs.

## 4.2 Teaching at Arunside School

In EYFS at Arunside School we provide a balance between:

- child-led play-based learning both inside and outside where adults model, question and demonstrate learning opportunities.
- Adult led teaching and group activities, using 'Clevertouch screens'/whiteboards and practical activities to teach specific curriculum areas.

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 Arunside School

At Arunside School, ongoing assessment is an integral part of learning and development of children in EYFS.

Before the children start school, we have visited all the children's Nurseries and Pre-School's, invited the parents and children for several 'Play and Stay' sessions, parents and children have completed an 'All about me' booklet and all parents have been offered a 1:1 meeting with the teacher. All these opportunities start us off with a good understanding about each individual child from a variety of perspectives.

Within the first 6 weeks that a child starts in EYFS, we will administer the Reception Baseline Assessment (RBA). We will also complete our own baseline assessments during this time.

We submit termly assessment data into the school tracking system 'Insight' to track the progress of our children throughout the year. We will discuss the outcomes of this data and other assessments in a termly 'Pupil Progress Meeting'. If a child's progress is giving us cause for concern, support is put in place quickly to address the situation and parents are informed.

Throughout the year we take observations of the children's learning on 'Evidence Me'. This is an online tool that we use to record more practical everyday learning, adding relevant EYFS objectives, context and pupil voice. We also share these observations with the parents so they can see what learning opportunities and skills their children are gaining at school.

The children also have a 'Learning Journal' with a range of child led and adult led activities.

At the end of the EYFS, we 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 17 Early Learning Goals are:

Listening, Attention and Understanding, Speaking, Self-Regulation, Managing Self, Building Relationships, Comprehension, Word reading, Writing, Number, Numerical Patterns, Past and Present, People, Culture and Communities, The Natural World, Creating with Materials, Being Imaginative and Expressive, Gross Motor Skills, Fine Motor Skills.

The profile reflects ongoing observations, and discussions with parents/carers. The results of the profile are shared with parents/carers. We also 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 transition to year 1.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## 6. Working with Parents at Arunside School

At Arunside School 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 provide a variety of opportunities for parents to discuss and see their child's progress. During the Autumn and Spring terms there are two Parent/Teacher Consultation evenings, where they can also view their

'Learning Journals' which is a collection of child led and adult led work. A written progress report is given at the end of the school year detailing the EYFS profile, a well-rounded picture of their child's knowledge, understanding and abilities, and their child's characteristics of learning.

Parent information workshops for Phonics/Reading/Maths are also offered to inform parents how we teach these areas and how they can support their child at home.

Family Reading Friday- parents are invited to read with their child at the beginning of the day – this promotes a love of shared reading between parents and children.

We ask parents to send us 'Parent Postcards' on Evidence Me, we then receive photographs of what the children are doing outside of school, this builds up a clear overall picture of their learning and opportunities for discussion at school.

'Communication books' are used between home and school to relay any home information, as well as reading information.

We also have a Pastoral Team and Family Welfare Officer which is a key part of ensuring active engagement of all parents and children at the school.

## **7. Staff**

### **7.1 Staff training**

We will:

- Keep up to date with Government policy and procedural change.
- 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; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy.

Our designated safeguarding lead (DSL) will:

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

### **7.2 Safer recruitment**

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

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

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

## **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 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.

### **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. Unless directed by the local authority to take additional children.

### **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.

A paediatric First Aider must be available whenever EYFS children are eating.

### **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 on the same day.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will follow our attendance policy.

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**

At Arunside School we promote good oral health, as well as good health in general, in the early years by using it as a regular topic of discussion during snack times. We also include themes such as 'The Dentist' and 'The Hospital' as part of our curriculum, and invite professionals in to school to talk about these topics.

### **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 and appropriately in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements
- 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 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 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.

We only change nappies where there is an identified need and an intimate care plan is put in place.

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 EYFS Lead and Headteacher every 3 years.

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

## Appendix 1. List of statutory policies and procedures for 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 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 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                                |