

Start children off on the way they should go, and even when they are old they will not turn from it." Proverbs 22:6

EYFS POLICY

Adopted	Autumn 2026
Committee	Standards
Review Date	Autumn 2027

We are a Christian school where quality and opportunities make a difference. We value all children as unique 'Children of God' and nurture each other to show LOVE in our relationships and a RESPECT for all. We foster HOPE within our community and encourage children to find PEACE by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote POSITIVITY, celebrate COURAGE, demonstrate RESPONSIBILITY and share JOY through…

'Learning, loving, laughing in the light of Jesus'.

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Statement of intent

At Forsbrook Church of England Primary School, we believe that every child deserves the best possible start in life and the educational provision to enable them to fulfil their potential. We provide a balanced curriculum that enables each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually.

At Forsbrook Church of England Primary School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. 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. We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

• Quality and consistency, so that every child makes good progress and no child gets left behind.

• A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.

• Partnership working between practitioners and parents.

• Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Approved by:

Last reviewed on: September 2026

Next review due by: September 2027

1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

• Childcare Act 2016

• Safeguarding Vulnerable Groups Act 2006

• The GDPR

• Data Protection Act 2025

1.2. This policy has due regard to statutory guidance including, but not limited to, the following:

• DfE (2026) 'Early years foundation stage statutory framework' effective from 1st September 2026

• DfE (2026) 'Keeping children safe in education' effective from 1st September 2026

• DfE (2026) 'Working Together to Safeguard Children' updated March 2026

• DfE (2023) 'The Prevent duty' updated December 2023

1.3. This policy is intended to be used in conjunction with the following school policies:

• Assessment Policy

• Behaviour Policy

• Special Educational Needs and Disabilities (SEND) Policy

• Safeguarding Policy

• Equal Opportunities Policy

• Administering Medication Policy

• Health and Safety Policy

• Recruitment Policy

• Data Protection Policy

• Complaints Procedures Policy

2. Roles and responsibilities

2.1. The Governing Board has the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child and the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Safeguarding Policy, Mobile Phone Policy and Photographic Images Policy.

2.2. The Governing Body has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Safeguarding Policy and Whistleblowing Policy.

2.3. The Governing Body has the overall responsibility for the implementation of this policy.

2.4. The Governing Body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity, national origin, culture, religion, gender, disability or sexual orientation.

2.5. The Governing Body has the responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.6. The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

2.7. Staff, including teachers, support staff, supply staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

2.8. Staff, including teachers, support staff, supply staff and volunteers, are responsible for remaining alert to any issues of concern in children.

3. Aims

3.1. Through the implementation of this policy, we aim to:

• Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.

• Enable each child to develop socially, physically, intellectually and emotionally.

• Encourage children to develop independence within a secure and friendly atmosphere.

• Support children in building relationships through the development of social skills, such as cooperation and sharing.

• Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

3.2. Four guiding principles shape our practice:

• 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 their learning overtime. Children benefit from a strong partnership between the school and parents.

• Learning and development is important. Children develop and learn in different ways and at different rates.

3.3. To put these principles into practice, the school:

• Provides a balanced curriculum which takes children's different stages of development into account.

• Promotes equality of opportunity and anti-discriminatory practice.

• Works in partnership with parents.

• Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.

• Provides a safe and secure learning environment.

4. Learning and development

At Forsbrook Church of England Primary School, our bespoke curriculum is carefully planned, implemented and regularly reviewed. The different areas of the curriculum cater for all children to access and experience the engaging activities. Play is an essential part of the curriculum. Through play children develop across all areas as it builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems.

4.1. The EYFS curriculum is based on an observation of children's needs, interests and stages of development.

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

4.3. 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.

4.4. The 'prime' areas of learning and development are:

• **Communication and language** - Listening, attention and understanding – Speaking. The development of spoken language underpins all seven areas and high-quality back-and-forth interactions and conversations in a language rich environment are key to success in this area.

• **Physical development** - Gross motor skills - Fine motor skills. This also talks about the importance of physical development to children's all-round health. This includes social and emotional wellbeing.

• **Personal, social and emotional development** - Self-regulation - Managing self - Building relationships. This refers to the importance of attachments, within strong, warm, supportive relationships, and the role of self-regulation.

4.5. 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.

4.6. The early learning goals (ELGs) above are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. The ELGs are used to support teachers to make a holistic, best fit judgement about a child's development and their readiness for Year 1.

4.7. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

4.8. The EYFS lead discusses any cause for concern in a child's progress, especially in the 'prime' areas of learning, with the child's parents. A strategy of support is agreed upon and consideration is taken as to whether the child may have SEND which requires additional support.

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

4.10. Each area of learning and development is implemented through activities the teacher believes are the most effective for the children they are teaching.

4.11. The school responds to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

4.12. Activities are planned with regard to the three characteristics of effective teaching and learning in the EYFS:

• **Playing and Exploring** – children investigate and experience things.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

• **Active Learning** – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

• **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

"Children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Planning – Teachers use the national schemes of work, where appropriate, to support their planning for individual children. The planning objectives within the Foundation Stage are from the Birth to 5 Matters - non-statutory guidance for the Early Years Foundation Stage. Planning is based upon a different topic which is identified as a vehicle of interest to deliver the children's next steps in learning, and therefore responds to the needs, achievement and interest of the children. The planning is also led by the children's interests and can be adapted and changed to spark engagement and interest for all. The planning is based upon themes with discrete phonics, maths, reading and writing directed teaching. Our medium-term planning identifies the intended learning, with outcomes, for children to work towards the Early Learning Goals.

Observations - Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's individual Learning Journeys.

5. Inclusion

5.1. All children are valued as individuals irrespective of their ethnicity, national origin, culture, religion, gender, disability or sexual orientation.

5.2. The EYFS curriculum is planned in order to meet the needs of each individual child and support them at their own pace.

5.3. The Equality Policy ensures that the needs of all children are met.

5.4. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.

5.5. Children with SEND in the EYFS setting are monitored and managed by the school's SENDCo, Miss Hackney.

6. The learning environment and outdoor spaces

6.1. The classroom is organised in such a way that children can explore and learn in a safe environment.

6.2. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

6.3. There are toilet facilities available to the EYFS.

6.4 Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. This is why our school promotes outdoor learning as well as the children having Forest School lessons. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

7. Assessment

7.1. Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities and assess the need for support.

7.2. Parents are kept up-to-date with their child's progress and development, and the EYFS lead addresses any learning and development needs in partnership with parents.

7.3. Formative assessments are used 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. This information is then used to shape learning experiences for each child.

7.4. In the final term of the year in which a child reaches age five, and no later than 30 June in that year, the EYFS profile is completed by the child's class teacher. Throughout the year the teacher will use 'point in time' summative assessments to evaluate whether children are 'on track' to reach the Early Learning Goal. If children are not on track, then interventions will be implemented to ensure progress.

7.5. Reasonable adjustments are made to the assessment process for children with SEND as appropriate.

7.6. Assessment procedures are set out in full in the Assessment Policy.

8. Safeguarding and welfare

8.1. All necessary steps are taken to keep the children in the setting safe and well.

8.2. Any safeguarding or welfare issues are dealt with in line with the Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.
8.3. The DSL is Mrs Cooke.

8.4. The deputy DSL is Mrs Lockett.

8.5. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.

8.6. The deputy DSL undertakes the duties of the DSL in their absence, but overall responsibility for safeguarding remains with the DSL.

8.7. The DSL and deputy DSL undertake child protection training as required.

8.8. Staff receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

9. Mobile phones and devices

9.1. For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets.

9.2. Procedures relating to the use of mobile devices are addressed in full in our Safeguarding Policy and Mobile Phones Policy.

9.3. Staff members do not use personal mobile phones or cameras when children are present.

9.4. Staff may use mobile phones on school premises outside of working hours when no children are present.

9.5. Staff may use mobile phones in the staffroom during breaks and non-contact time.

9.6. Mobile phones are safely stored and in silent mode whilst children are present.

9.7. Staff may take mobile phones on trips, but they are only be used in emergencies and are not used when children are present. Mobile phones are not be used to take images or videos at any time during trips.

9.8. Staff who do not adhere to this policy face disciplinary action.

9.9. Staff use their professional judgement in emergency situations.

9.10. Staff report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Safeguarding Policy, Whistleblowing Policy and Mobile Phones Policy.

9.11. Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.

9.12. Parents may take photographs and videos containing their own child during school events. Where the photograph or video would contain other people (e.g. during a school production), parents are only permitted to take photographs and videos with the informed consent of the parents of the children involved.

9.13. The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media.

9.14. Staff report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Safeguarding Policy. Use of the school's mobile phones and cameras
9.15. If staff need to take photographs or videos as part of a school activity, e.g. for a display, staff are provided with a school device to ensure that only school devices are used to take photographs and videos.

9.16. School devices have passcode protection.

9.17. School devices are only used for work-related matters.

9.18. School devices are only used to take photographs in the presence of another staff member and only with the consent of the child's parent.

9.19. Staff do not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL.

9.20. School devices are not taken off school premises without prior written permission from the headteacher.

9.21. Where staff members have concerns over material on a school device, they report all concerns to the DSL, following the procedures outlined in the Safeguarding Policy.

10. Health and safety

10.1. A first-aid box is located in the Reception classroom, in a cupboard which is clearly marked.

10.2. Prescription medication to be administered by the school office staff. Non-prescription medication to be administered by the parent unless they are unavailable, in this case it will be administered by the office staff. All medication except inhalers is kept in the school office.

10.3. The school's Medical Policy outlines the procedures for administrating medicines.

10.4. The Class teacher/Teaching assistant reports any accident or injury involving a child to the parent on the day it occurs, or as soon as reasonably practicable after, and any first-aid treatment administered to a child is reported to the parent.

10.5. Accidents and injuries are recorded in an electronic school based accident form.

10.6. The headteacher reports 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 are also notified.

10.7. The school has a Fire Evacuation Plan in place.

10.8. The headteacher notifies Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.

10.9. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has are recorded.

10.10. Fresh drinking water is available at all times.

10.11. Smoking is not permitted on the school premises.

10.12. The Health and Safety Policy outlines the full health and safety policies and procedures.

10.13. Children are able to eat a piece of fruit as a daily snack. Children eat their piece of fruit whilst sitting in their carpet spaces, facing an adult to minimise a choking risk. Staff are paediatric first aid trained and are trained in how to help a child if choking.

11. Staff taking medication or other substances

11.1. The school implements a zero-tolerance approach to drug and alcohol misuse.

11.2. The use of alcohol or any other substance that may affect the ability to care for children by a member of staff is not tolerated. If there is a reason to believe a member of staff is under the

influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

11.3. Any member of staff taking medication which may affect their ability to care for children seeks medical advice. Staff are only allowed to work directly with children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

11.4. Any medication used by staff is securely stored in the school office.

12. Staffing

12.1. A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

12.2. 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.

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

12.4. All members of staff who have contact with children and families are supervised by the class teacher. The supervision provides opportunities for staff to:

• Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.

• Identify solutions to address issues.

• Receive coaching to improve their effectiveness.

12.5. The EYFS teacher holds at least a full teaching degree qualification alongside at least two years' experience working in an early years setting. At least half of the other EYFS staff hold a full and relevant level 2 qualification.

12.6. There is at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.

12.8. Any member of staff who has sole responsibility for looking after a group of children also holds a PFA certificate.

12.9. All newly qualified staff with a level 2 or 3 qualification are PFA trained.

12.10. The school organises PFA training to be renewed every three years.

12.11. The list of staff who hold PFA certificates can be found in school office.

12.12. The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

12.13. Only members of staff with level 2 English and maths qualifications count towards the staffing ratios at level 3.

12.14. Parents are informed about staffing arrangements and, when relevant and practical, involved in staffing arrangement decisions.

12.15. Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.

13. Information and records

13.1. Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

13.2. The following information is recorded for each child:

• The child's name and date of birth

• The name and address of every parent who is known to the school, and which parent the child normally lives with

• The emergency contact details of the child's parent

13.3. 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 children

• A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

13.4. The following information is made available to parents on the school website:

• The school's privacy notice for parents and pupils

• 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 children

• Information about the policies and procedures in place in the school's EYFS

13.5. Ofsted will be notified 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

14. Parental involvement

14.1. Parents are invited to parents' evenings; however, the school has an open door policy and parents are welcome to talk to teachers at the start and end of the school day.

14.2. The headteacher's office is utilised for confidential discussions between staff and parents. During current restrictions telephone or virtual meetings will take place to limit the number of people in the school.

14.3. Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and use of the internet at school.

14.4. Parents are asked to complete admissions forms and a medical forms before their child starts at school.

14.5. School uses the ClassDojo app to communicate with the parents. This may be celebrating children's 'wow moments', sharing special things that have been done at school, messaging parents with any school related queries etc.

Parents /Carers give consent for the whether they are happy for the Class Teacher/Teaching Assistant to use the ClassDojo app to observe their child at school. Parents/Carers give consent for whether they are happy for their child's photo to be shown on another child's observation. If

Parents/Carers do not consent for their child's photo to be shown on another child's observation then the child's face will be cropped out of the image.

15. Monitoring and review

15.1. This policy is reviewed annually by the Governing Board and the headteacher.

15.2. Any changes made to this policy are communicated to all members of staff.

15.3. All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

15.4. The next scheduled review date for this policy is September 2027.