

Pensby Primary School

*Every child belongs, achieves and believes
in themselves.*



Early Years Foundation Stage (EYFS) Policy

Agreed by: FGB

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Statement of intent

This policy sets out how our school implements the statutory requirements of the Early Years Foundation Stage (EYFS) Framework (DfE, 2024), drawing on the non-statutory curriculum guidance document Development Matters and best practice in early years education. It applies to all pupils in the Nursery and Reception classes and underpins our commitment to providing the highest quality early education and care.

At Pensby Primary School, we believe that EYFS staff, pupils and parents are part of a family working together with the child at the centre of our intentions. We want our children to grow and develop into resilient, respectful and independent learners who are curious about the world around them, have a love of learning and develop essential foundational skills and knowledge necessary for future learning and their transition into KS1.

1. Aims

Through our EYFS provision, we aim to:

- Provide a safe, caring, and stimulating environment where children can thrive.
- Ensure all children develop the knowledge, skills, and confidence they need to make a successful transition into Key Stage 1.
- Promote equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported and no child gets left behind.
- Work in partnership with parents and carers to support children's learning and development.

2. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) 'Early years foundation stage statutory framework'
- DfE (2024) 'Early years foundation stage profile: 2024 handbook'
- DfE (2025) 'Keeping children safe in education (KCSIE) 2025'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2025) 'The Writing Framework'
- DfE (2024) 'Strong foundations in the first years of school'

This policy operates in conjunction with the following school policies:

- Child Protection & Safeguarding Policy
- Safer Recruitment Policy
- Teaching and Learning Policy
- Behaviour Policy
- Special Educational Needs and Disabilities Policy
- Marking and Feedback Policy
- Complaints Procedures Policy
- Photography and Images Policy
- EYFS Food Policy
- Allergens and Anaphylaxis Policy
- Supporting Pupils with Medical Conditions Policy

3. Roles and Responsibilities

The governing board will be responsible for:

- Ensuring the school has clarity of vision, ethos, and strategic direction for EYFS.
- Holding leaders to account for EYFS outcomes and the effective and efficient performance management of staff in EYFS.

- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the '[Early years foundation stage \(EYFS\) statutory framework](#)' in line with statutory requirements.

The headteacher will be responsible for:

- Acting in accordance with the '[Headteachers' standards](#)' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of EYFS.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the EYFS curriculum, and ensuring effective use is made of both formative assessment and assessment for learning (AFL) strategies to move learning on.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities, and reporting arrangements to be followed. As set out in Annex B of the EYFS framework for group and school-based providers.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development, and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up to date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.

- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.

All EYFS staff will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
 - The DfE's current 'Early years foundation stage (EYFS) statutory framework' and the requirements therein.
 - The DfE's current '[Early years foundation stage profile handbook](#)'
- Using formative and summative assessments along with AFL strategies to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.
- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for children and their parents/carers.

4. Curriculum and Learning

The delivery of a broad, stimulating and yet still challenging EYFS curriculum ensures that pupils have opportunities for not only cognitive development but also social and personal development. Carefully planned learning opportunities and enhancements to the continuous

provision environment encourage the development of good metacognition and self-regulation which impact hugely on positive child development as a whole. The curriculum is underpinned by high quality interactions between staff and children with a focus on the development of oracy skills allowing children to express their thoughts, needs, and emotions, engage in active listening, ask questions, solve problems collaboratively, and form positive relationships. A strong oracy foundation in EYFS also prepares children for future reading and writing skills, giving them the confidence to participate in learning and access the curriculum across all subjects. Our curriculum clearly identifies the foundational knowledge and skills, as outlined in the EYFS and national curriculum, that children will need for later learning. Children will have sufficient high-quality opportunities to practise using foundational knowledge and skills so that they become fluent in these with staff using teaching methods that are suited to what is being taught and what the children already know.

Our provision is guided by the four overarching principles of the EYFS:

1. Every child is a unique child.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments.
4. Children develop and learn in different ways and at different rates.

At Pensby Primary school we deliver a curriculum that meets the requirements of the EYFS statutory framework, focusing on the seven areas of learning and development:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

When planning the early years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and engaging learning experience for each child in all areas of learning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and/or carer and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Key Stage 1.
- If a child does not have a strong grasp of English language, staff will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

When organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate and keep 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.

5. Assessment

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.

In line with the statutory framework, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Reception Baseline Assessment (RBA) – a short assessment which is taken within the first six weeks of a child starting Reception. The requirements of the RBA are set out in Annex B of the EYFS statutory framework.
- The Early Years Foundation Stage Profile (EYFSP) – a comprehensive assessment completed in the final academic year in which the child reaches age five, and no later than the 30 June, to provide a well-rounded picture of a child’s knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. The EYFS profile will be shared with the child’s year 1 teacher, to help inform a discussion between the reception and year 1 teachers about each child’s stage of development and learning needs. It will also assist with the planning of activities in year 1 with a clear indication of whether a child has secured the essential foundational knowledge required in readiness for year one such as:
 - a secure pencil grip
 - reading fluency
 - letter and number formation
 - understanding of the numbers to 10
 - number bond knowledge
 - the spelling of common exception words

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child. This is supported with regular and ongoing verbal feedback and other AFL strategies which enable staff to address misconceptions in a timely manner and provides pupils with the opportunity to evaluate their own and other’s learning and understanding. Key to this is staff engagement in high quality, meaningful conversations with children with a focus on oracy and communication and language underpinning effective EYFS provision.

Parents and/or carers will be kept up-to-date with their child’s progress and development, and the EYFS lead will address any learning and development needs in partnership with parents. The school will share the results of their child’s EYFS profile with parents and/or carers at the end of their Reception year.

6. Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

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

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

7. The Learning Environment

Pensby Primary School recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development whilst also preparing them for the next stage of their education.

The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

8. Safeguarding and Welfare

Safeguarding underpins all EYFS practice. We follow the school's Safeguarding and Child Protection Policy, in line with Keeping Children Safe in Education (DfE, 2024).

- Staff are alert to safeguarding concerns and know how to report them.
- All EYFS staff hold relevant safeguarding training, including paediatric first aid.
- Risk assessments are in place for indoor and outdoor provision.
- We promote children's health, wellbeing, and personal safety, including healthy eating and hygiene.

Child Absences

Pensby Primary school is required to follow up any absences in a timely manner.

In line with our attendance policy, if a child is absent for a prolonged period of time or if their parents and/or carers haven't informed the school of the absence, then the school will attempt to contact the parent and/or carers and alternative emergency contacts. The school will give consideration to the child's vulnerability, parent's and /or carer's vulnerability and their home life. Any concerns will be referred to local children's social care services and/or police welfare check if requested.

9. Partnerships with Parents and Carers

EYFS teachers and support staff work collaboratively as an EYFS team to build a holistic picture

of individual pupils' development, progress and achievements. Parental involvement is essential in contributing to this picture and contributions to pupil's online learning journeys via Seesaw are welcomed and encouraged from home. Parents have a wealth of knowledge about their child and they are our greatest source of information. All of this forms teacher judgements of good development and supports the identification of where pupils may not be making expected progress.

Parents and carers are children's first educators, and we value their contribution. We:

- Provide regular opportunities for communication through meetings, workshops, and digital learning journals.
- Share progress and next steps termly and at the end of Reception.
- Encourage parental involvement in learning at home and in school activities.

10. Transition

A well-managed transition process protects children's wellbeing, sustains progress, and helps them become confident, resilient learners.

The transition from EYFS to KS1 is important therefore at Pensby Primary school:

- There is a focus on building relationships. Children should feel safe and secure with new adults. Time to get to know the Year 1 teacher is crucial.
- Curriculum progression and each child's developmental stage is considered. Year 1 staff use knowledge of children's EYFS learning and development to plan next steps, not start from scratch.
- Parents are informed about what changes and what stays the same, easing worries at home and allowing parents to support their child through the transition process.

11. Staffing

Pensby Primary school will:

- Ensure that people looking after children are suitable, have the relevant qualifications, training and have passed any required checks to fulfil their roles. This also applies to any person who may have regular contact with children.
- Take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced.
- Obtain an enhanced criminal records check in respect of every person aged 16 and over who works directly with children or works on the premises – additional criminal records checks will also be made for anyone who has lived or worked abroad.

- Inform staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- Not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Record information about staff qualifications and the identity checks, references and vetting processes that have been completed. This must include the criminal records check reference number, the date a check was obtained and the details of the person who obtained it.
- Make a referral to the Disclosure and Barring Service (DBS) where a member of staff is dismissed, (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.
- Ensure that no disqualified person is employed to work in connection with early years provision.
- Take appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.
- Notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting and provide specific details of any order made.

References

The school must obtain two references for any member of staff before they are recruited.

12. Monitoring and Review

- The EYFS Lead monitors curriculum delivery, assessment, and provision quality.
- The Senior Leadership Team and Governing Body receive regular reports on EYFS outcomes.
- This policy will be reviewed annually to ensure it reflects current statutory guidance and best practice.