

# Early Years Foundation Stage (EYFS) policy

Carfield Primary School 25-26



**Carfield**  
**Primary School**

Date Reviewed	Reviewed by	Approved by (Governor Committee)	Next Review
Jul 2025	Fran Gregory Smith		July 2026

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## 1. Aims

This EYFS policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad 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 careers.
- 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 for group and school providers September 2025

The learning and development requirements are given legal force by an Order<sup>2</sup> made under section 39(1)(a) of the Childcare Act 2006.

The safeguarding and welfare requirements are given legal force by Regulations<sup>3</sup> made under section 39(1)(b) of the Childcare Act 2006.

## 3. Structure of the EYFS

At Carfield, we have a 39 place nursery. Our nursery children are supported and cared for by the main nursery teacher and three teaching assistants. We accept children aged 3-4 years old with both 15 hours or 30 hours funding. Please go to <https://www.gov.uk/30-hours-free-childcare> to see if you are eligible for 30 hours free funding. The funding can be shared between two childcare providers but, please make the school aware of this in your application. All children are eligible to attend for 15 hours the term after their third birthday. These can be taken either-

Monday and Tuesday 8.30am-3.20pm and Wednesday 8.30am-11.30am

Wednesday afternoon 12.20pm-3.20pm and Thursday and Friday 8.30am-3.20pm

Monday -Friday 8:30-11:30

Monday -Friday 12:30-15:30

Full time for children who are eligible can attend for 30 hours-every day 8.30am-3.20pm.

A lunchtime supervision fee of £4 applies to children staying for lunch on funded or non-funded hours. This does not apply to children attending half-day sessions.

At Carfield, we do accept children in the term they have their third birthday but their place would need to be paid for (£34 per day) until the term after their third birthday, when they are entitled to 30 hours free funding.

In Reception 2025-2026, we are two form entry, we do have capacity for 90 children. Each Reception class has a class teacher with a maximum of 30 children per class. There are also 2 teaching assistants in reception. Children start school during the academic year in which they turn 5 years old. Your child must start full-time education once they reach compulsory school age. This is on 31 December, 31 March or 31 August following their fifth birthday - whichever comes first. Parents who have a Summer born child or a child with Special Educational Needs and/or Disabilities (SEND) may wish for their child to attend school part-time (up to their fifth birthday), delay or defer their child's start date. This will need to be discussed with the school during the application process.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework, 2025.

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

The prime areas are:

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

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

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

### 4.1 Planning

Activities and experiences are planned for children that enable children 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 stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate e.g. speech and language therapists, early years inclusion teachers, health care professionals or family intervention service etc.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

A core text supports children's learning in both nursery and reception and is carefully chosen to support the children's ages and stages of development. Planning is sequential and a curriculum map provides a yearly overview and ensures all areas of learning are covered.

Medium term plans are informed by the Development Matters guidance and they set the learning intentions for the half term to ensure we cover all areas of learning.

Read, write, inc is delivered daily to support the development of phonics. We use Power Maths, Mastering Number and Mastering the Curriculum schemes to support mathematical development. LEAP and bucket time support children's early communication and language skills and all interventions are delivered, weekly.

## 4.2 Teaching

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

Weaving throughout the EYFS curriculum at Carfield are three Characteristics of Effective Learning.

- 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.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Children experience a wide range of activities through weekly outdoor learning, PE lessons for both nursery and reception, PSHE lessons (through the Jigsaw programme) and weekly expressive art and design and understanding the world activities.

## 5. Assessment

At Carfield Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. We use an online platform called Seesaw to record our observations and the children's learning. Every child has an online learning journal where all of their work is displayed. This is usually through photographs of practical activities and all photos are annotated to give an overall picture of the children's learning and development. Parents/Carers have access to this at home and can comment on their child's learning throughout the week or upload

any learning or skills their child is practising at home. Staff also take into account observations shared by parents and/or carers.

Alongside observations of children in their play, and learning completed in their books, in Reception, we also complete phonics (RWI) assessments every 6 weeks and teacher judgement assessments are done every term in all 17 areas of learning using an online platform called, Insight.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements.

EYFS profile data is submitted to the local authority as required. Local authorities must submit this data to the Department for Education (DfE) by 31 July each year, and schools are expected to provide the necessary information in line with this statutory requirement.

## 6. Working with parents

At Carfield Primary School, we know that parental involvement is crucial and we learn a great deal about each child from parents/carers. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. That is why we invite children and parents for numerous visits prior to starting at our setting and work hard to maintain and build this vital relationship during their time with us.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps 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 ensure 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.

Parents/Carers meetings are held regularly, the first being in the Autumn term to discuss how the child has settled and then again in the Spring and Summer term to discuss progress and achievements.

In the Summer term, parents receive a written report to summarise the child's achievements against the Early Learning Goals, (ELGs).

## 7. Safeguarding and welfare procedures

From 1 September 2025, the EYFS framework strengthened safeguarding standards. All staff appointments require verified references, with our safeguarding policy reflecting this. We have implemented robust recruitment checks, ensuring only suitable individuals are engaged. All new staff and those in voluntary roles must also meet these safer recruitment criteria.

What we're doing/ have already done:

- Our Designated Safeguarding Lead (DSL) Bethan Arthur and our team of Deputy Safeguarding Leads (DSL) receive training every year.
- Compiling and verifying two or more emergency contacts for every child, with regular updates.
- Monitoring and carrying out follow-up procedures for prolonged or unexplained absences.

### 7.1 Strengthened Safeguarding Training & Whistleblowing

All staff including the EYFS staff receive regular Safeguarding Training and are provided with information regarding the whistleblowing procedures.

What we're doing:

- Documenting annual training refreshers for all staff, with a full refresher cycle every year and interim updates as needed.
- Embedding transparent whistleblowing procedures, ensuring staff understand how to report concerns.

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 are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over
  - We have at least 1 member of staff for every 13 children in nursery.
  - We comply with infant class size legislation and have at least 1 teacher per 30 pupils in reception.

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.

### 7.2 A Positive Safeguarding Culture

The EYFS September 2025 Framework update reinforces creating a culture of safeguarding where every staff member, students, and families understand and engage with safety practices.

What we're doing:

- Maintaining annual whole-staff safeguarding training, including DSL-led workshops.

- Involving parents through briefings and accessible policies, and distributing our safeguarding guide.
- Regularly reviewing and practising incident response procedures, including nutrition and health safety drills.
- Ensuring visible leadership, with senior staff modelling best safeguarding practice and openness.

### 7.3 Safer Eating Paediatric First Aid & Mealtimes Safety

New September 2025 EYFS Framework requirements mandate that all students, trainees, and apprentices engaged in ratios must hold a valid paediatric first-aid certificate. Moreover, a certified first-aider must be present at all meal and snack times. A Safer Eating section has been added to the Framework, focusing on preventing choking and managing allergies. Staff must sit facing children during meals to observe eating and prevent hazardous behaviours.

What we're doing:

- Verifying PFA certification for new staff and trainees before inclusion in staff-to-child ratios.
- Ensuring a PFA-qualified staff member is present during all eating times.
- Adhering to our allergy and nutrition policy, including:
  - Parental collection of dietary and allergy info at admission.
  - Tailored individual risk assessments and menu planning.
  - Staff training on recognising allergies, anaphylaxis, and preventing cross-contamination.
  - Visibility standards during mealtimes.
  - Incident logging procedures when choking or allergic reactions occur.

See our EYFS Safer Eating Policy for more information about safer eating.

- The rest of our safeguarding and welfare procedures are outlined in our child protection and safeguarding policies.

## 8. Monitoring arrangements

This policy will be reviewed and approved by Frances Gregory Smith, EYFS Lead every year.

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

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
EYFS Safer Eating Policy	See Safer Eating 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  <i>If a child is not collected on time, staff will attempt to contact parents/carers. If they remain uncollected beyond a reasonable time, safeguarding procedures will be followed, including contacting social services where necessary</i>	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy



