Park Hill Primary School

Early Years Foundation Stage (EYFS) Policy

Approval Level	Governing Board
Date Reviewed	19.01.26
Approved On	19.01.26
Category	Statutory
Next Review Date	Every two years – January 2028
Policy Availability	School website
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Policy Version Control

Date of Change	Details of Change
26.09.23	Updated to reflect EYFS Statutory Framework 2023.
17.10.25 19.01.26	Reviewed and updated to reflect Early Years Foundation Stage Statutory Framework 2025/

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Statement of Intent

At Park Hill 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.

Legal Framework

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Data Protection Act 2018
- General Data Protection Regulation 2018

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

- DfE (2025) 'Early Years Foundation Stage Statutory Framework'
- DfE (2023) 'Keeping Children Safe in Education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent Duty'

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

- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Early Years Intimate Care Policy
- Behaviour Policy
- Administering Medication Policy
- Health and Safety Policy
- Safer Recruitment Policy

- Attendance Policy

Key Personnel in Relation to this Policy

Name	Role(s)
Mrs C. Logan	Head Teacher Designated Safeguarding Lead
Mrs A. Boardman	Deputy Head Teacher Deputy Designated Safeguarding Lead
Miss J. Neale	Early Years Foundation Stage Leader
Mrs C. Watson	Special Educational Needs and Disabilities Coordinator (SENDCo)
Mrs N. Glover	Parent Liaison Deputy Designated Safeguarding Lead

Roles and Responsibilities

Governing Board

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, 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 and Child Protection Policy.

The Governing Board 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 Allegations of Abuse Against Staff Policy.

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

The Governing Board 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.

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

Early Years Foundation Stage Lead

The EYFS Lead, in conjunction with the Head Teacher, has responsibility for the day-to-day implementation and management of this policy.

All Staff

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

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

Aims

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.

Four guiding principles share 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, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates.

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.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

Learning and Development

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

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

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.

Prime Areas

The ‘prime’ areas of learning and development are:

- **Communication and Language:**
    - Listening, attention and understanding
    - Speaking
- **Physical Development:**
    - Gross motor skills
    - Fine motor skills
- **Personal, Social and Emotional Development:**
    - Self-regulation
    - Managing self
    - Building relationships

Specific Areas

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

Activities are planned to reflect children’s individual needs, interests and development, in order to provide each child with a supportive, challenging and enjoyable experience.

We work on securing a strong foundation in the prime areas of learning and provide a broad curriculum through the specific areas of learning, enabling children to apply the prime areas of learning in different contexts.

The EYFS teachers will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents / carers. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability that requires additional support.

The school takes reasonable steps to provide opportunities for children with English as an additional language (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 with EAL is found to not have a strong grasp of English, the EYFS teachers will contact the child's parents to discuss their home language skills. From there, we will assess whether there is cause for concern about a language delay. However, there is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.

Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.

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

Characteristics of Effective Learning

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

- **Playing and exploring** – children investigate and experience things.
- **Active learning** – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

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

The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures 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, alongside the EYFS Lead.

Safeguarding and Welfare

All necessary steps are taken to keep the children in our care safe and well.

Any safeguarding or welfare issues will be dealt with in line with the Safeguarding and Child Protection Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The Designated Safeguarding Lead (DSL) is responsible for safeguarding children and liaising with local children's services as appropriate.

A Deputy Designated Safeguarding Lead (DDSL) will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.

The DSL and DDSL will undertake child protection training as required.

Staff will 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.

All staff are aware of whistleblowing procedures and escalation routes for safeguarding concerns.

The Learning Environment and Outdoor Spaces

The classroom is organised in such a way that children can explore and learn in a safe environment. Equipment and resources are accessible and can be located and used independently by pupils. Provision is designed to help pupils develop in all areas of learning.

There are two toilet facilities available to the EYFS and there are hygienic changing facilities located in the medical room, containing a supply of towels and spare clothes.

Children have access to both a sheltered outdoor play area and an open outdoor play area. The outdoor environment is used daily, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe. However, children are asked to bring outdoor clothing, for example, sun hats and wellington boots into school so that use of the outdoor area is maximised.

All children are encouraged to bring at least one set of spare clothes to school with them every day.

Safety is paramount and we have a robust and effective Safeguarding and Child Protection Policy in place to ensure the pupils in our care are protected.

Parental Involvement

We firmly believe that the EYFS cannot function without the enduring support of parents/carers.

We hold regular workshops and events with families, which strengthen our home-school relationship and enable parents/carers to see how their child learns at school. Parents/carers are invited to parents' evenings at least twice per year; however, the Park Hill has an open-door policy and parents/carers are welcome to talk to staff at the start and end of the school

day. If this is not possible for any reason, teachers will telephone and arrange a time that is convenient.

The meeting room will be utilised for confidential discussions between staff and parents.

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

Parents/carers are asked to complete admission forms, a medical form and to complete a brief questionnaire about their child to help the school to understand their character and personality.

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.

As pupils enter the EYFS, teachers will use their judgement to assess the age that they are working within.

To recognise pupils' needs, understand their progress, plan activities and provide support, pupils' development and progress will be monitored by the EYFS teachers.

Progress will be recorded by observing and assessing pupils using a combination of written observations, letters to parents, photos (where necessary) and samples of work; however, paperwork will be kept to a minimum, and only what is necessary to promote successful learning and development will be used.

Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.

Parents 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.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

In the first six weeks of the Reception year, children complete the "Reception Baseline Assessment." This is an age-appropriate assessment of mathematics and literacy and communication and language that is delivered in English by the EYFS Lead.

In the final term of the year in which a child reaches age five, and no later than 20 June in that term, the EYFS profile will be completed by the child's class teacher.

EYFS Profile

The Reception teacher will complete the EYFS profile for each pupil who is five-years-old unless an exemption applies. Profile judgements will be made on the basis of cumulative observational evidence recorded over the course of the year and will be completed by no later than 20 June.

The Reception class teacher will complete the profile in accordance with the EYFS Assessment and Reporting Arrangements (ARA).

The school's Senior Leadership Team (SLT) will submit profile data to the Local Authority, using a secure file transfer system (MoveIt).
In accordance with the Childcare (Provision of Information About Young Children) (England) Regulations 2009, we will provide the EYFS profile data to the LA upon request, unless the Secretary of State has granted an exemption from the EYFS learning and development requirements.

For the EYFS profile, the following assessment ratings will be used to indicate the relevant EYFS judgement:

- **An assessment rating of '1'** indicates that a pupil is at the 'emerging' level at the end of the EYFS

- **An assessment rating of '2'** indicates that a pupil is at the 'expected' level at the end of the EYFS

- **An assessment rating of 'A'** indicates a pupil who:

    - Has not been assessed due to long periods of absence.
    - Has attended the provision for an insufficient amount of time for the teacher to make an adequate assessment before the profile submission deadline.
    - Has an exemption.

EYFS profile assessments will be used as a basis for reports to parents/carers. Reports will include the statutory outcomes for each child. We will share the EYFS profile results with parents/carers and ensure they have an opportunity to discuss the report with the Reception class teacher and/or Early Years Lead.

We will provide additional, relevant information alongside the profile judgements to ensure that conversations with Key Stage 1 staff are meaningful and to help the pupil make a successful transition. Year 1 teachers can view the profile report.

We will ensure that provision has been made for those pupils with EAL to use their first language in play and learning.

We will ensure that the requirements of all pupils with SEND are met e.g. through reasonable adjustments during the assessment.

The school's SLT will monitor all teacher judgements, for example, through regular moderation (both internally and externally).

EYFS Profile Moderation

The school's SLT will ensure that internal moderation is carried out; for example, this could include two members of staff having informal discussions regarding evidence of a pupil's development.

We take part in non-statutory external moderation led by the LA.

While we will keep records of information, we will keep paperwork to a minimum.

All records will be kept in accordance with our Data Protection Policies, retained for the statutory period and available for Ofsted.

Mobile Phones and Devices

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 and smartwatches.

Photography policies and procedures are addressed in our Safeguarding and Child Protection Policy.

Use of Mobile Phones by Staff Members

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

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

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

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

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

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

Staff may use their professional judgement in emergency situations.

Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Safeguarding and Child Protection Policy and the Allegations of Abuse Against Staff Policy.

Use of Mobile Phones by Parents/Carers, Visitors and Contractors

Posters are used around the school to indicate that it's a mobile free zone.

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

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

Staff must report all concerns about parents/carers, visitors and contractors to the DSL, following the procedures outlined in the Safeguarding and Child Protection and Safeguarding Policy.

Use of the School's Devices and Cameras

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.

School devices must have passcode protection.

School devices must only be used for work related matters.

School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent/carer.

Staff must 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.

School devices must not be taken off school premises without prior permission from the Head Teacher.

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

Compliance will be monitored by the DSL and leadership team.

Health and Safety

A first-aid box is located in the Nursery classroom and a Paediatric First Aider is present at all times.

Medication is stored in a locked wall box in Reception classroom – the key is always available. The school's Administering Medication Policy outlines the procedures for administrating medicines.

The class teacher will report any accident or injury involving a child to their parents on the day it occurs and any first-aid treatment administered to a child will also be reported to their parents.

Accidents and injuries will be recorded in an accident book, located in the Nursery classroom.

The Head Teacher will report 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 will also be notified.

The school has a Fire Evacuation Plan in place and a test takes place at least once each term.

The Head Teacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.

Smoking or vaping is not permitted on the school premises

Food and Nutrition

All food and drink provided to children is healthy, balanced and nutritious compliant with the DfE nutrition guidance for early years settings and the 'EYFS Statutory Framework'.

Weekly menus are shared with parents. Weekly menus offer a range of foods from the four main food groups: fruit and vegetables, starchy foods, protein rich foods and dairy and

alternatives. Foods high in sugar, salt and saturated fat will be limited. Portion sizes will be appropriate. Water will be available at all times.

Information about any dietary requirements, cultural or religious dietary requirements, food allergies and intolerances and any special health requirements a child has will be recorded prior to the child attending the setting. Parents are required to keep the school updated with any changes to their child's medical or dietary requirements.

Individual allergy action plans will be created and regularly reviewed.

Staff will be trained to recognise the symptoms of allergic reactions and respond appropriately.

Safe Eating Practices

Children will always be supervised by a member of staff who has a valid Paediatric First Aid certificate whilst eating. Staff will ensure:

- Children are seated safely and within sight and hearing.
- Eating takes place in a calm environment, with staff facing children where possible.
- Food is prepared to reduce choking risk.

Staff supervising eating at any time will be responsible for checking that food given to the children is suitable to their dietary needs.

Fresh drinking water is available at all times.

All food and drink provision complies with the EYFS Statutory Framework 2025 and the DfE nutrition guidance.
Records of dietary needs and allergy management will be maintained in line with GDPR and Data Protection Act 2018.

Our full Health and Safety Policy is available on request at the school office.

Our full Supporting Pupils with Medical Conditions Policy is available on request at the school office.

Staff Taking Medication or Other Substances

The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff Code of Conduct.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be 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.

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

Staffing

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

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.

Staff are supported to undertake ongoing training and professional development to ensure high-quality learning experiences for children.

All members of staff who have contact with children and families will be supervised by the EYFS Leader through regular meetings to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive mentoring and support.

The EYFS Leader is a qualified teacher and a member of the school's leadership team. All other EYFS staff hold at least a full and relevant level 2 qualification.

There will be at least one member of staff on the school premises at all times who has a current Paediatric First Aid (PFA) certificate. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate. Apprentices, trainees and students must hold a valid PFA certificate to count in ratios in line with the EYFS Statutory Framework 2025. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the school office and in the Reception/Nursery classroom.

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'. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3. To count in level 3 rations, any staff employed with EBR must meet all requirements set out in the Statutory framework

The school adopts the following staffing ratios:

- For children aged three and over (Nursery):
    - Where a staff member with Qualified Teacher Status (QTS), Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
    - Where a member of staff does not hold QTS, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

- Reception classes in maintained schools are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher.

Any practitioner member employed through the Experienced-Based Route (EBR) must hold at least a full and relevant Level 2 qualification as well as meet all of the requirements set out in the 'Statutory Framework' including significant experience (minimum of 751 hours supervised practice) in Early Years and through an assessment process to be counted in Level 3 ratios. EBR documentation will be compliant and documented.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

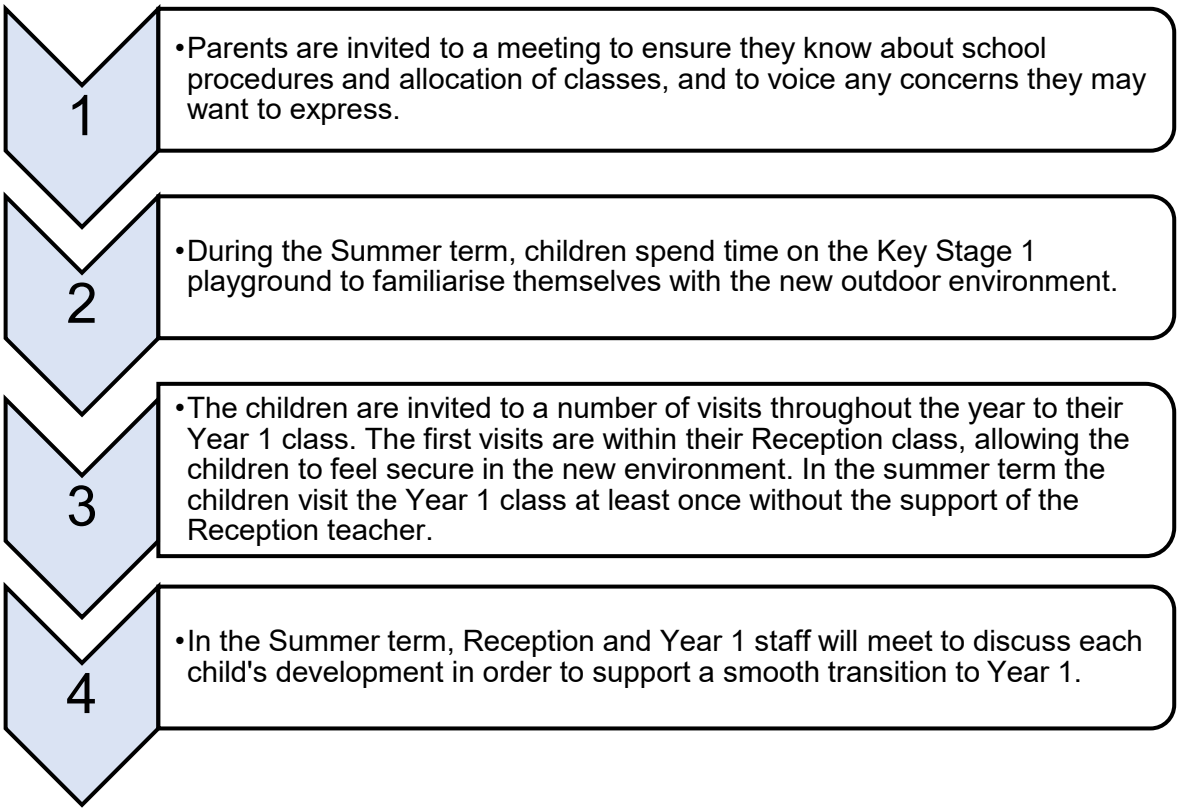
Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

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.

The EYFS Leader will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

Transition into Key Stage One

The following process is in place to ensure children's successful transition to Year 1:



Reception staff will share each child's EYFS Profile and any additional relevant information, including SEND/EAL support needs, with Year 1 teachers to ensure continuity of learning.

Information and Record Keeping

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

Records are retained for the period required by statutory guidance and are available for OFSTED inspection upon request.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- Details of who has parental responsibility.
- The emergency contact details of the child's parent or carer
- Information of any court orders relating to the child.
- Medical and dietary needs.

The following information is made available to parents:

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

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.

Records are also maintained in line with the EYFS Statutory Framework 2025

Monitoring and Review

This policy is reviewed every two years by the Governing Board and Head Teacher.

Any changes made to this policy will be communicated to all members of staff.

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.

Leaders monitor the implementation of this policy in practice.