

Early Years Foundation Stage Policy

Low Ash Primary School



Approved by:	The Governing Body	Date: 16.10.25
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Next review due by:	Autumn Term 2026	

Low Ash Primary School

Early Years Foundation Stage Policy

Statement of Intent

Early childhood is the foundation on which children build the rest of their lives. At Low Ash Primary School, we greatly value the importance that the EYFS plays in laying secure foundations 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, on 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 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Low Ash Primary School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Roles and Responsibilities

- The governing body has the overall responsibility for the implementation of this policy
- 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
- The EYFS Leader, in conjunction with the Co-Head Teachers, has responsibility for the day-to-day implementation and management of this policy
- Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy
- Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children

Aims

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Low Ash Primary School, we will:

- 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

Low Ash Primary School adheres to the four guiding principles which shape practice within EYFS settings:

- 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

Low Ash Primary School offers an EYFS curriculum 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.

The **'Prime'** areas of Learning and Development are:

Communication and Language

- Listening, Attention & Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical development

- Gross Motor Skills
- Fine Motor Skills

The **'Specific'** areas of Learning and Development are:

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Numbers
- Numerical Patterns

Understanding the world

- Past & Present
- People, Cultures & Communities
- The Natural World

Expressive Arts & Design

- Creating with Materials
- Being Imaginative & Expressive

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience. The EYFS Leader and Class Teacher will discuss 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 will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which 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 is found to not have a strong grasp on English, the EYFS Leader or Inclusion Leader will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

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.

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 and 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

The learning environment and outdoor spaces

The learning environment is organised in such a way that children can explore and learn in a safe environment. 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. There are toilet facilities available for the EYFS.

Inclusion

Low Ash Primary School values all their children 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. We will ensure 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. Children with SEND in the EYFS setting will be monitored and managed by the school's Inclusion Leader.

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. 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 class teachers will address any learning and development need in partnership with parents. Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.

At the start of the Reception year, children undertake the statutory Reception Baseline Assessment (RBA). This is a short assessment, taken in the first six weeks in which a child starts Reception. At the end of the Reception year, the Early Years Foundation Stage Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels (the Early Learning Goals (ELG's), their characteristics of learning and their readiness for Year 1. The results from the EYFSP are shared with parents in their child's end of year report. The school also reports the EYFSP to the Local Authority.

Safeguarding and Welfare

Low Ash Primary school takes all necessary steps to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The DSL is Carmel Spedding. The Deputy DSLs are Beth Medhurst, Dan Hurst, Louise Woolford, Jacqueline Hill, Sadie Kellet and Sharon Giedrojt. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The Deputy DSLs will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and Deputy DSLs 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

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding and Child Protection Policy).

Safer Eating

In line with the revised EYFS framework effective from September 2025, our setting implements strict "Safer Eating" procedures to safeguard children during mealtimes. A qualified paediatric first aider is always present when food is served. All staff are trained to recognise signs of allergic reactions and anaphylaxis, and are aware of individual dietary needs, allergies, and food intolerances, which are clearly communicated and regularly updated. Mealtimes are closely supervised, with children seated safely and distractions minimised to reduce the risk of choking. Age-appropriate food preparation is followed, and any choking incidents requiring intervention are recorded, reported to parents/carers, and reviewed to inform future practice

Health and safety

First-aid boxes are located in the Nursery and Reception classrooms. The school's Administering Medication Policy outlines the procedures for administering medicines. A member of the EYFS team will report any accident or injury requiring first aid to their parent or adult who collects the child on the day it occurs.

Accidents and injuries will be recorded in an accident book, located in Nursery and RH. The Headteacher 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 and Invacuation Plan in place.

The Headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

Staffing

Low Ash Primary School has a robust recruitment procedure in place, which aims to ensure that members of staff employed in the EYFS are suitable. Staff receive training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection, and health and safety. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

The EYFS Leader holds a full and relevant teaching 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.

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. Low Ash Primary 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 on posters around school. Low Ash Primary 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. 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. This may be the class teacher or another member of the EYFS Team.

Information and Records

Low Ash Primary School stores and shares information in line with the GDPR and the Data Protection Act 2018, and with regard to the school's GDPR Policy.

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
- The emergency contact details of the child's parent or carer

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 the children
- A daily record of the names of the children being cared for in the school and their hours of Attendance

The following information is made available to parents:

- 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
- Information about the policies and procedures in place in the school's EYFS
- Staffing details
- Food and Drink provided for the children

Low Ash Primary School will notify Ofsted 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

Parental Involvement

At Low Ash Primary School, we firmly believe that the EYFS cannot function without the support of parents. We provide the following opportunities to involve parents and carers in their child's education:

- Parents are invited to parents' evenings twice a year
- The school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day although an appointment may need to be made if a longer or confidential meeting is required
- Parents receive a report on their child's attainment and progress at the end of each school year
- Nursery and Reception classes allow free access to the children's profiles
- Space is provided in the children's profiles for parents/carers to leave comments relating to the children's achievements

- Opportunities are offered for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. listening to readers
- Written contact is made via School Ping through the half termly Parent Information Sheets, school newsletters and Reading records. (Reception)
- A variety of activities are arranged throughout the year that encourage collaboration between child, school and parents: reading sessions, open sessions, key worker sessions, school visits, school plays, information sessions e.g. Phonics and Maths Workshops etc.
- Parents 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 are asked to complete various admission forms and a medical form to ensure we have the correct details for each child

Transition

Starting Nursery

During the summer term prior to a child's entry into the Nursery, the following procedures ensure successful settling into Nursery:

- Parents are invited to a meeting to ensure they know about school procedures and any concerns they may want to express in the summer term prior to starting Nursery
- During the summer term parents are encouraged to complete an "All About Me" booklet, which is used during the Autumn term to support transition and to inform planning
- Children and parents are provided with a photo booklet all about their class and staff who will be working with them in September
- The children are invited to visit the Nursery with parents

In September, just prior to a child's entry, EYFS Staff will:

- Talk to parents/carers about their child before their child starts in our Nursery
- Offer to visit all children in their home setting prior to their starting Nursery

From Nursery or Private Settings to Reception

During the summer term prior to a child's entry into the Reception, the following procedures ensure successful transition:

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express in the summer term prior to starting Reception
- Children and parents are provided with a photo booklet all about their class and staff who will be working with them in September
- During the summer term parents are encouraged to complete an "All About Me" booklet. It is used during the Autumn term to support transition and to inform planning
- The children are invited to visit their Reception class with parents
- Members of staff from Low Ash Primary School make visits to some local private nurseries in the summer term prior to the children starting in Reception
- Children requiring extra support will have the option of additional visits regardless of their setting
- The Reception teachers meet with Nursery staff to discuss new intake children

In September, just prior to a child's entry, EYFS Staff will:

- Talk to parents/carers about their child before their child starts at Low Ash
- Offer to visit all children in their home setting prior to their starting School

From Reception Class to Key Stage 1

- During the final term in Reception, the EYFS Profile is completed for each child, which provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, their Characteristics of Learning and their readiness for Year 1
- Year 1 teachers are given a copy of the EYFSP report and engage in transition discussions with the Reception staff about the children who will be in their Year 1 class

- Children are given the opportunity to visit their new Year 1 class and teachers in the Summer term

Monitoring and Review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. Low Ash has a named Governor with responsibility for the EYFS. They discuss EYFS practice with practitioners regularly and provide feedback to the Full Governing Body, raising any issues that require discussion. The Co-Head teachers, Senior Leadership Team, Foundation Stage Leader and Subject Leaders will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Signed: **Chair of Governors**

Date of next review Autumn Term 2026