	Offley Endowed Primary School and Nursery	Reviewed – Apr 26	
Policy Title:	Early Years Foundation Stage (EYFS) policy	Review Date:	April 2028
		Users:	Staff, Governors Parents

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Approved and Adopted by The Governing Body



Offley Endowed Primary School and Nursery Early Years Foundation Stage (EYFS) policy

Reviewed –
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This policy sets out the provision, practice and procedures for children in the Nursery and Reception classes in our maintained school. It applies to all staff, governors, volunteers and contractors working with children in the EYFS.

1. Aims

This policy aims to ensure:

- A learning experience that will provide a firm foundation for lifelong learning.
- Each child is enabled to develop as an individual and achieve their potential.
- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for a smooth transition and 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 carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- That the curriculum provided is stimulating and exciting and enables children to follow their interests and fascinations.
- That children are supported to become confident, resilient, independent learners with high self-esteem.
- That children understand their role in the wider community and are aware of diversity and differences and are respectful of these and in turn understand that they have choices are not defined by their culture, ethnicity, religion, ability or gender.
- That children are inspired by the natural world around them and show care and consideration for their environment.

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2. Legislation

This policy is based on requirements set out in the updated [statutory framework for the Early Years Foundation Stage \(EYFS\) that applied from September 2025](#)

- Development Matters (non-statutory guidance) and other current DfE guidance
- SEND Code of Practice, Equality Act 2010
- Local authority guidance where applicable

This policy will be read alongside the school's Safeguarding, SEND, Health & Safety and Data Protection policies

3. Structure of the EYFS

Our EYFS has a Nursery class and a Reception class. Children can join our Nursery the term after their third birthday in September, January or April.

The Nursery sessions are from 9am-12pm and 12pm until 3pm. 30 hours funded places are also available for those that qualify.

<https://www.gov.uk/30-hours-free-childcare>

4. Roles and Responsibilities

- Governing body: ensure legal compliance, sufficient staffing and funding, and policy oversight.
- Headteacher: overall responsibility for implementation, monitoring and resourcing.
- EYFS Lead (teacher or senior practitioner): day-to-day management of EYFS practice, curriculum leadership, assessment coordination, staff training and liaison with SENDCO and DSL.
- SENDCO: oversee SEND provision and EHCP liaison.
- Designated Safeguarding Lead (DSL): lead safeguarding practice and referrals.
- Key person: each child is assigned a key person responsible for establishing relationships, observing progress and communicating with parents.
- All staff and volunteers: follow policy, promote safeguarding and high-quality pedagogy.



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5. Curriculum

Our curriculum meets the learning and development requirements as set out in the EYFS statutory framework, and uses guidance set out in 'Development Matters-September 2020 (revised in September 2023). The aims, skills and knowledge of our curriculum is organised and sequenced in relation to the needs, development and interests of the current cohort of children in our EYFS at any one time. Our curriculum ensures strong foundations to enable children to move smoothly into their KS1 curriculum and beyond.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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 four specific areas:

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

5.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. This will include planning of daily high-quality adult-led sessions and weekly planning of enhancements and provocations within the learning environment that will ensure quality child-initiated play, where children are excited and stimulated and can develop their own ideas and interests.

Staff will reflect on 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 will consider if specialist support is required, linking with relevant services from other agencies, where appropriate.

The learning environment, teaching and resources will be planned to make sure that they reflect diversity and promote positive attitudes about the differences between people. They will support children to realise that they have many choices which are not defined by their gender, ethnicity, culture, ability or religion and encourage respect for themselves and others.

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

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- Play-based, purposeful provision with adult-led and child-initiated opportunities.
- High quality interactions, modelling language and scaffolding learning.
- Continuous provision both indoors and outdoors; frequent access to the outdoor environment.

5.2 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 interaction.

The indoor and outdoor environment will reflect all areas of learning whilst capitalising on the opportunities that can be provided by these two specific learning environments. The outdoor environment in particular will be used to promote inspiration and wonder of the natural world and an understanding of the positive impact that children can have on the world around them.

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

The teaching practice will include:

- Short whole-group, small-group and individual activities, matched to children's developmental needs.
- Systematic phonics introduction in Nursery and Reception, consistent with the school's phonics programme.
- Mathematics taught through real contexts, continuous provision and targeted teaching.

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6. Assessment

At Offley Endowed Primary School and Nursery, ongoing assessment is an integral part of the 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. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). Staff in Nursery and Reception will also assess where children are in all areas of learning within these first 6 weeks.

Children's progress will continue to be formally reviewed and shared with leaders each term. This information will be used to ensure all children make continued progress and identify any children who may need further support.

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 (expected)
- Not yet reaching expected levels (emerging)

The profile reflects on-going observations and assessments based on the teacher's professional judgement but should also take account of contributions from a range of perspectives, including the child, their parents and/or carers and other adults that work with the child. A short report, summarising the results of the EYFS profile, how the child learns and their next steps, will be given to the Year 1 teacher and discussed with them.

Regular parent meetings are held and parents will also be provided with this report and an opportunity to discuss the results of the profile with their child's teacher will be offered.

The profile is moderated internally with other EYFS teachers and practitioners and may be moderated in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Records are stored securely and shared only in line with data protection policy and parental consent.

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7. Working with parents


We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Before joining school, children and parents are invited to visit the school to spend time in their classroom and meet staff. An induction meeting is held for all parents of Nursery and Reception children in the summer term before children start school in September.

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, alongside the class teacher, also helps families to engage with more specialist support, if appropriate.


Opportunities are provided to further involve parents in their child's learning and inform them of the learning taking place in school. A reading meeting is held in the first term for parents of Reception children and home-school reading records provide regular contact. A half termly topic plan is provided for parents, so they know what their child will be learning. Learning links are provided on the school website and parents are sent regular updates of what their child's class is doing. Parents are also encouraged to share what their children are learning at home through a 'This is me' sheet when they start at the school and through the school dojo messaging system.

Parents and/or carers are kept up to date with their child's progress and development. Each term, parents are provided with a unique child summary which also includes their child's next steps and are invited to discuss these with their child's key person. Parents are also provided with regular opportunities to share their child's learning journey. The EYFS profile at the end of their Reception year helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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8. Safeguarding and welfare requirements

- Safeguarding:
 - The school’s Safeguarding policy and procedures apply in EYFS. All staff receive safeguarding training and understand child protection procedures.
 - Safer recruitment, DBS checks and single central record maintained.
- Health and safety:
 - Follow the school’s Health & Safety policy and risk assessment procedures.
 - Daily environment checks, hygiene routines, infection control and first aid provision are in place.
- Medication:
 - Medication is administered in line with the school’s medicine policy with parental consent and recorded.
- Supervision and security:
 - Arrival and collection procedures minimise risk; staff verify identity for unfamiliar adults.
- Behaviour and positive relationships:
 - A positive behaviour approach is used, with expectations taught explicitly and restorative conversations used to support children’s social development.
- Intimate care:
 - Intimate care plans are in place for children who require assistance; parental consent and dignity are prioritised.
- Healthy children: We talk to the children about:
 - The importance of brushing your teeth and how and when to do this
 - The effects of eating too many sweet things
 - The importance of a healthy diet
 - We also have a well-being week and promote the importance of positive mental health with assemblies and PSHE activities. We enjoy a ‘walk to school’ week and Reception children join an annual walk to Lilley.

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9. Behaviour Management

- Positive strategies:
 - Use praise, modelling, simple class rules, routines and restorative approaches.
- Therapeutic approach to behaviour:
 - Behaviour is seen as a communication in which the cause can be identified and supported.
- Special considerations:
 - Behaviours linked to SEND are managed through individual plans and multi-agency support where necessary.

10. Equality and diversity


- We promote respect and celebrate differences. Materials and activities reflect diverse cultures, languages and families.

11. Monitoring, evaluation and quality assurance

- The EYFS Lead monitors planning, teaching, assessment and outcomes.
- Governors review EYFS performance and safeguarding annually.
- Moderation:
 - Internal and external moderation supports accurate assessment and EYFS Profile judgements.
- This policy will be reviewed and approved by our Early Years Leader and the headteacher every two years. At every review, the policy will be shared with the governing board.

12. Record retention and confidentiality

- Records are retained and disposed of in line with the school's data retention schedule and data protection legislation.

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

<p>Statutory policy or procedure for the EYFS requires Offley to have written policies for safeguarding, including procedures for allegations against staff, mobile phone/camera use, and child protection. Updated for September 2025, these must also cover safer recruitment, pediatric first aid, and strict nutrition/choking guidelines.</p>	
Safeguarding policy and procedures	See child protection policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See medical conditions policy
Procedure for checking the identity of visitors	See child protection
Procedures for a parent failing to collect a child and for missing children	See child protection
Procedure for dealing with concerns and complaints	See concerns and complaints policy