Tattershall Primary School

Believe, Achieve, Succeed

Early Years Foundation Stage (EYFS) Policy

Start Date: October 2026

Review Date: October 2027

Signed by Chair of Governors:	Date:
Amanda Grant	15th October 2026

Tattershall Primary School
Early Years Foundation Stage Policy

Aims

This policy aims to ensure:

- That children learn and develop well and are kept healthy and safe
- That children access a broad and balanced curriculum that gives them 'school readiness' and a secure foundation for learning, development 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

This policy is guided by the following principles:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between staff and parents and/or carers
- The importance of learning and development, with a consideration that children develop and learn at different rates

Guidance

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS framework), effective from 1 September 2026, and the latest version of the Department for Education's statutory guidance Keeping Children Safe in Education.

Principles

Four overarching principles shape 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their

learning over time. Children benefit from a strong partnership between the school and parents.

- **Learning and development** is important. 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.
- Provides a safe and secure learning environment.

Curriculum

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

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

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected.

Three areas, known as the prime areas, are seen as particularly important 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

We also support children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

4.1 Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to ensure a strong foundation for children's development in the 3 prime areas.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience. If a member of staff is worried about a child's progress in any prime area, they will discuss this with the child's parents and/or carers and agree how to support the child.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

4.2 Teaching

Staff recognise that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems.

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having 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.

Staff will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

Assessment

At Tattershall Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

When assessing whether an individual child is at the expected level of development, staff will draw on their knowledge of the child and their own expert professional judgement. Staff are not required to prove this through collection of any physical evidence.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA).

The RBA is a short, practical activity that each child will complete with their teacher during their first 6 weeks in reception. It looks at early mathematics, literacy, communication and language. It provides a starting point from which the school can measure how much progress pupils make across primary school. Results are compared with pupils' Key Stage 2 outcomes at the end of year 6 to give an overall progress measure for the school as a whole – not for individual children.

The RBA is not used to make judgements about early years provision, either current or retrospective, and the RBA and its data is not used for any other purpose apart from creating primary progress measures.

The end of EYFS

In the final term of the academic year in which the child reaches age 5, and no later than 30 June in that term, staff will complete the EYFS profile for each child. Each child is assessed against the 17 early learning goals, indicating whether they are:

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

The EYFS profile will reflect staff members' own knowledge and professional judgement of a child to inform discussions with parents and/or carers, and any other person whom the teacher, parent and/or carer judges can offer a useful contribution.

We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

An EYFS profile will be completed for all children, including those with special educational needs or disabilities (SEND). We will make the appropriate reasonable adjustments to the assessment process for children with SEND.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

Working with Parents and Carers

We firmly believe that the EYFS cannot function without the enduring support of parents. Parents are engaged as partners in their child's learning through the mutual use of Tapestry to share key learning moments and next steps. Parents are invited in for Workshops across the year to help them to understand how we teach key aspects of our curriculum e.g. phonics and reading.

Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

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 admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equal Opportunities Policy: Pupils 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 SENDco.

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

The learning environment and outdoor spaces

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children have access to an enclosed outdoor environment, and daily free flow access to the outdoor environment is planned, unless circumstances would make outdoor activity unsafe.

There are toilet facilities available to the EYFS, and there is a hygiene suite containing a shower and spare clothes.

Staff

Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy (available on our school website and Sharpoint)

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance and KCSIE on checking the suitability of new recruits, including:

- Obtaining at least 1 written reference for any member of staff (including students and volunteers) before they are recruited
- Carrying out the necessary checks, including the appropriate level of DBS check
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures.

Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the Headteacher. If the concern is about the Headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the Chair of Governors.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing.

Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

Safeguarding and welfare procedures

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 can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our Child Protection Policy for more information.

Reporting allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If a concern or allegation is about:

- A member of staff (including supply staff, trainee teachers, volunteers and contractors) posing a risk of harm to children, we will report it to the headteacher as soon as possible

- The headteacher, we will report it to the Chair of the Governing Board.

Where we believe there's a conflict of interest in reporting to the headteacher, we will report it directly to the local authority designated officer (LADO).

We will then follow the procedures set out in our child protection and safeguarding policy for managing the allegation.

Staffing ratios

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. We will inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions.

We comply with infant class size legislation and have at least 1 teacher per 30 pupils

These staff:child ratios apply to the total number of staff working directly with children across our whole provision, not just within each room.

Paediatric first aid (PFA)

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. The PFA certificate is for a full course consistent with the criteria set out in Annex A of the EYFS framework. This PFA certificate is renewed every 3 years as required.

We make available to parents and/or carers PFA certificates or a list of staff who have a current PFA certificate.

The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

We will consider patterns and trends in a child's absences and their personal circumstances and use our professional judgement when deciding if the child's absence should be considered as prolonged.

Any concerns will be referred to local children's social care services and/or a police welfare check requested.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid PFA certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair and in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food and drink meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
    - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods and the textures the child is familiar with and work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance. All meals, snacks and drinks we provide are healthy, balanced and nutritious. Fresh drinking water is always available and accessible to children

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable, but in any event, within 14 days of the incident occurring.

Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

We take reasonable steps to ensure the safety of children, staff, and others on our premises in the case of fire or any other emergency. We have:

- An emergency evacuation procedure
- Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order
- Clearly identifiable fire exits and fire doors free of obstruction and easily opened from the inside

We do not keep, and do not allow to be present on our premises at any time, any dog of a type banned under section 1 of the Dangerous Dogs Act 1991.

We do not allow smoking in or on our premises when children are present or are about to be present, and we make sure that staff do not smoke, vape or use e-cigarettes when children are present, or about to be present.

Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- An adequate supply of necessary items such as clean bedding, towels, spare clothes and any other necessary items
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

Screen use

We have regard to the DfE's help for early years providers: screen use guidance when making decisions about how and when children use screens in our setting.

Organising premises for confidentiality and safeguarding

We make sure that:

- There is an area where staff may talk to parents and/or carers confidentially

- There is an area for staff to take breaks away from areas being used by children
- Children are only released into the care of individuals of whom the parent and/or carer has explicitly notified us
- Children do not leave our premises unsupervised

We take all reasonable steps to prevent unauthorised persons entering our premises and have an agreed procedure for checking the identity of visitors.

Monitoring and review

This policy is reviewed annually by the Governing Board and the Headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

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.