

Tattershall Primary School

Believe, Achieve, Succeed



Early Years Foundation Stage (EYFS) Policy

Start Date: October 2025

Review Date: October 2026

Signed by Chair of Governors:	Date:
<i>Amanda Grant</i>	16 th October 2025



Tattershall Primary School Early Years Foundation Stage Policy

This policy has been developed in conjunction with the relevant 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 ensure:

- That children access a broad and balanced curriculum that gives them 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

1. Legal framework

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

2. Roles and responsibilities

The Governing Board is responsible 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 Child Protection and Safeguarding Policy and Photography Policy.
- 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.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

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

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

3. 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 co-operation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

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.

4. Learning and 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.

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.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

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

The 'specific' areas of learning and development are:

- Literacy:
 - Comprehension
 - Word reading
 - Writing
- Mathematics:
 - Numbers
 - 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

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.

5. 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.

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.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

The EYFS Lead will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The school reports EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

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

The EYFS Lead will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

The school takes reasonable steps to provide opportunities for children with 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 it is found that a child does not have a strong grasp of English language, the EYFS Lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

6. 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.

7. 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.

8. Staff

8.1 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

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

8.2 Safer recruitment

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

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

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

8.3 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.

9. Safeguarding and welfare procedures

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

9.2 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. This PFA certificate is renewed every 3 years as required.

9.3 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

9.4 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

9.5 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid 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 or highchair and, where possible, 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 preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food 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
- 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](#)

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.

9.6 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.

9.7 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.

9.8 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 spare clothes
- Separate toilet facilities for adults

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

10.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.

Photography policies and procedures are addressed in full in our Photography Policy.

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

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors.

Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

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, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones 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, for example recording and documenting a child's learning. 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.

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 written permission from the Headteacher. 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 Child Protection and Safeguarding Policy.

11. Use of Technology to support pupils' learning and development

Technology will be used to enhance pupils' learning and development, when appropriate. This will equip them for the demands of the developing digital world, and prepare them for the next step in their education. When utilising technology the school will have due regard for the '[Education for a Connected World](#)' framework when shaping what children are taught. The school aims to:

- Help children work more independently.
- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and cultures.
- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

In accordance with the DfE's '[Statutory framework for the early years foundation stage](#)', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This includes:

- **Communication and language:** ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development:** using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development:** technology gives pupils access to new ways to express their emotions and interact with others.
- **Literacy:** the internet gives children to access a vast range of media and materials.
- **Mathematics:** ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world:** children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.
- **Expressive arts and design:** interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

The Online Safety Policy will be adhered to at all times. This includes installing internet filters, monitoring arrangements and antivirus software on all devices and ensuring pupils are supervised appropriately when using the internet. In the event of pupils accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

12. Staff taking medication or other substances

The school implements a zero-tolerance approach to drugs and alcohol misuse. 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.

Any medication used by staff is securely stored in the main office or staffroom.

13. Information and records

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

14. Parental involvement

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

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.

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.

15. Transition periods

The following process is in place to ensure children's successful transition into EYFS:

- A welcome meeting which shares key information with families and an initial opportunity to meet staff and tour the learning spaces
- Opportunities to meet with the teacher on an individual basis
- Staggered transition sessions in the Summer term to enable children to get to know key adults, each other and the environment
- Transition meetings with feeder nurseries
- Opportunities to get to know one another through school events such as a Teddy Bears' Picnic
- Tapestry access from the Summer term, which parents are encouraged to share key moments over the Summer and the EYFS Team will share videos to make links with children e.g. of staff reading stories for the children to watch, any developments of the learning space etc

16. 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.