



EYFS Policy

Date of issue	Next review	Version	Author	Governor
September 2025	September 2026	2	L Blunden	G Keith-Hill



1. Aims

This policy aims 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
- 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

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities (SEND). This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

The EYFS at Mundella Primary School is composed of one Reception class of children aged 4-5 years and one Pre-School class of children aged 3-4.

4. Curriculum

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

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 the 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 focus strongly on 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. Staff respond to each child's emerging needs and interests,

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

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.

The curriculum is progressively sequenced with explicit knowledge and skills incorporating a strong vocabulary focus. It builds on what children know and can do with the aim of forming a clear progression from our Pre-School to Reception.

4.2 Teaching

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.

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

The curriculum is delivered through a variety of direct teaching, facilitated provision, and independent exploration using the classroom's inside and outdoor space, and the wider community. This enables children to learn in different ways and environments. Our learning environments provide children with an exciting and engaging learning experience that inspires curiosity, develops first-hand experiences, independence, and nurtures a language-rich development.

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.

5. Assessment

At Mundella 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.

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

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). 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')

We share the EYFS profile 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 between parents/carers and the Headteacher, 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.

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

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents and/or carers.

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child in our Preschool is assigned a key person who helps to make sure 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 also helps families to engage with more specialist support, if appropriate. In the Reception class, the key person is the class teacher.

We ask parents/carers to provide more than 2 emergency contact numbers for their child.

At Mundella, we are committed to ensuring that every child, regardless of their prior experiences in early education, receives the support they need to thrive.

We understand that some children may not have attended a nursery or preschool setting prior to joining us, and therefore, we may not have the opportunity to gather information from previous educational settings. In these cases, we will meet with parents and/or carers to gather important information about the child's experiences, interests, strengths, and any areas where support may be needed. This will help us to create a clear picture of the child's needs and development before they start.

In cases where children have attended a preschool or nursery, we will liaise with the previous key worker through a visit or phone call. This will allow us to gather detailed information about the child's development, interests, strengths, and any specific needs. Understanding the child's progress in their previous setting helps us ensure that the transition is as seamless as possible.

To ensure that each child and their family feel comfortable and supported, we implement a range of transition activities designed to build relationships, gather essential information, and familiarize children with their new environment.

Home visits/ In-school Meeting

Reception class staff offer a home visit or an in-school meeting during the first week of the new academic year. The home visit provides an opportunity for parents and carers to share important information about their child in the comfort of their own home, helping us gain a deeper understanding of the child's background, interests, and needs. If parents prefer, they can make an appointment to meet at the school.

Stay and Play Sessions

Children are invited to attend 'Stay and Play' sessions during the summer term prior to their official start date. These sessions provide children with opportunities to visit the setting, interact with staff and peers, and become familiar with the classroom and school environment. By combining home visits and Stay and Play sessions, we ensure that children and families feel confident, supported, and ready for the exciting transition into Reception. These activities help us provide personalised care and build strong relationships, setting a positive foundation for learning and development.

7. Staff

7.1 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 year, 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 <https://www.veritasmat.co.uk/page/?title=Policies&pid=24>

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

7.2 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 (<https://www.veritasmat.co.uk/page/?title=Policies&pid=24>)

7.3 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.

If required, staff should raise their concern with their immediate line-manager, headteacher, the CEO or Chair of the Trust Board. If this is not appropriate, they should approach the MAT Governance Professional who will direct them to an appropriate Local Academy Committee Governor, Trustee or advisory body, to hear the concern.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing (<https://www.veritasmat.co.uk/page/?title=Policies&pid=24>)

8. Safeguarding and welfare procedures

These are all detailed in our Veritas Safeguarding and Child Protection Policy (<https://www.veritasmat.co.uk/page/?title=Policies&pid=24>)

8.2 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:

Where there is a person with qualified teacher status, early years professional status, or early years teacher status, an instructor or another suitably-qualified, overseas-trained teacher:

- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
- For all other classes, we have at least 1 member of staff for every 13 children

- At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
- At least 1 member of staff must hold an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
- At least half of all other staff hold an approved level 2 qualification

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

8.3 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.

8.4 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

8.5 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.

See our attendance policy (<https://www.veritasmat.co.uk/page/?title=Policies&pid=24>) for more on this, including our expectations of parents/carers to report child absences.

8.6 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

We plan a yearly visit to the dentist as part of our curriculum visits schedule. This provides an opportunity for the children to sit in the dentist chair and play a game about healthy teeth, encouraging good habits and removing any fearful stigma from dental visits.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy, which can be found here (<https://www.veritasmat.co.uk/page/?title=Policies&pid=24>)

8.7 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 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.

8.8 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 as soon as practically possible of any accident or injury sustained by the child to the head.

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.

8.9 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.

8.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities are provided
- An adequate supply of necessary items such as nappies, wipes and spare clothes
- Separate toilet facilities for adults

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

9. Inclusion and Equal Opportunities

Inclusive Practice

We welcome all children, regardless of their background, abilities, or needs. We follow the principles of the Special Educational Needs and Disabilities (SEND) Code of Practice 2015 and endeavour to meet the needs of all learners, including those with additional needs.

Upon application, a needs assessment will be undertaken to ensure the placement is suitable for each child's individual needs. This will allow us to determine how we can best support the child and their family. Where necessary, we will create a personalised induction plan tailored to the child's specific requirements. We collaborate with parents and external agencies to ensure every child has access to the support they need to thrive.

Diversity and Equality

We promote equality of opportunity and celebrate diversity. Our curriculum reflects a range of cultures and experiences, ensuring that every child feels valued and respected. Supporting Children with English as an Additional Language (EAL). We ensure that children with EAL are provided with opportunities to develop their English language skills while valuing and incorporating their home languages and cultures.

10. Monitoring arrangements

This policy will be reviewed and approved by the LAC every year in line with government updates.

At every review, the policy will be shared with the governing board.