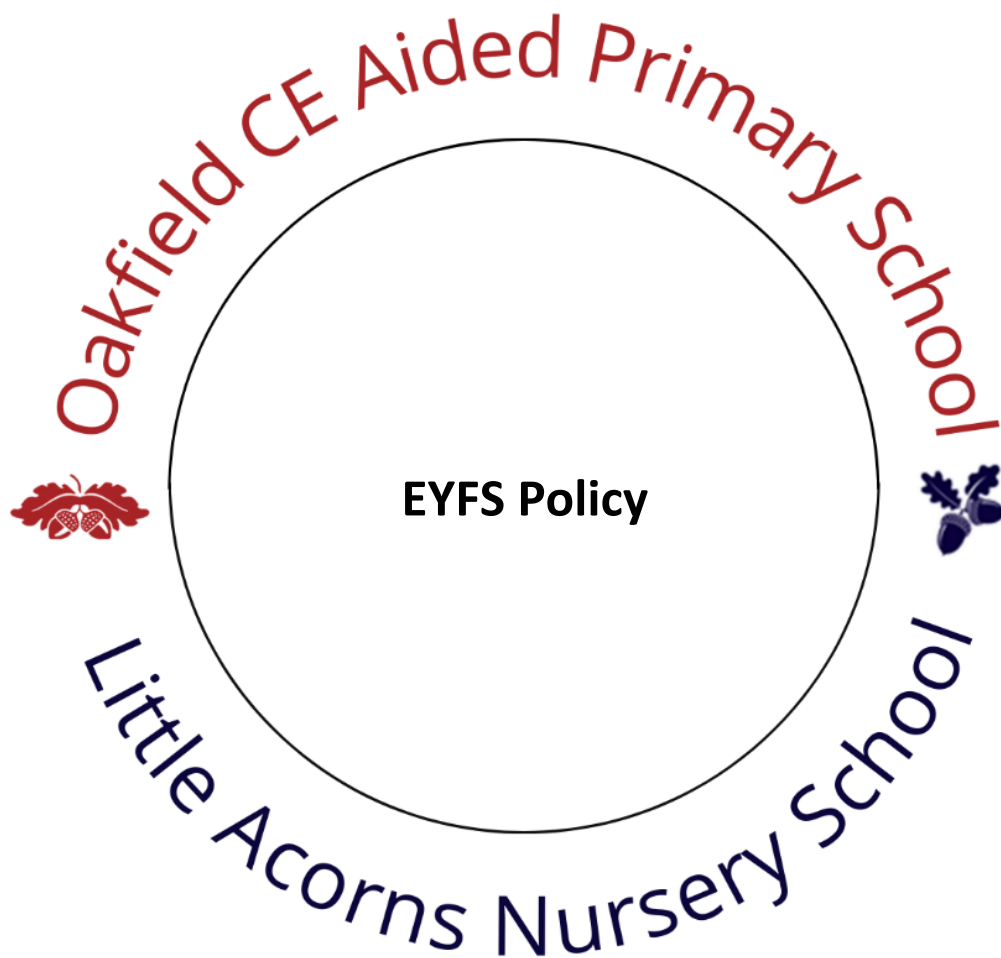




Date of Approval:	2 nd February 2026
Committee/FGB	FGB
Responsible:	Vikki Reader – Headteacher
Review Date:	January 2027

Signed:

Chair of Governors

Signed:

Headteacher

Date: 2nd February 2026

Revision Record

Revision No.	Date Policy Issued	Date Policy Revised:	Prepared By	Approved By:	Comments
1	Jan 22	Jan 23	BH	FGB	Removal of following statement due to not having one at present: <i>There is a named Governor responsible for the EYFS. This Governor will meet with the EYFS leader and Nursery Manager on a regular basis to discuss practice in the EYFS and feedback to the Governing Body.</i>
2	Jan 23	Jan 24	BH	FGB	Page 4; addition of following statement, in line with changes set out in the 2024 framework. <i>Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.</i> Page 7; addition of following statement, in line with changes set out in the 2024 framework. <i>Whilst we are aware that practitioners are not required to prove assessment through a collection of any physical evidence, we choose to record our observations in a variety of ways.</i> Page 9; section added in line with new requirement; – Safeguarding policy must now include how mobile phones, cameras and other electronic devices with imaging and sharing Page 10; addition of following statement, in line with changes set out in the 2024 framework. <i>Leaders ensure that all staff are suitable; they have the relevant qualifications, training and have passed any required checks to fulfil their roles. This includes ensuring that all staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA (Paediatric First Aid) qualification within three months of starting work in order to be included in the required staff:child ratios.</i>

3	Jan 24	Jan 25	BH		Page 4 Removed following statement and link: <i>This policy is based on requirements set out in the Early years foundation stage statutory framework For group and school-based providers 2024</i> Replaced with: This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023. Page 9 Updated information about ratios for different aged children to be in line with guidance. Added following statement <i>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.</i>
4	Jan 25	Jan 26	BH		EYFS statutory framework 2023 updated to EYFS statutory framework (DfE, effective from 4 January 2024).

Oakfield C.E Primary School

Early Years Foundation Stage Policy

Summary of changes

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for 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
- Practice meets all statutory requirements of the EYFS (revised 4th Jan 2024)

At Oakfield we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. Our EYFS provision starts from age 2, in our Little Acorns Nursery and goes through to age 5 in our Reception class. We create a safe and enabling environment, indoors and outdoors, with engaging learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents/carers and external agencies to meet their needs and help every child to reach their full potential and make maximum progress towards the early learning goals (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five) from their starting points.

We use supporting materials from Development Matters, non-statutory curriculum guidance for the EYFS, in our delivery of the EYFS learning and development requirements.

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) (DfE, effective from 4 January 2024).

This policy also has regard to the following legislation and statutory guidance:

- Keeping Children Safe in Education (KCSIE) – latest statutory guidance (DfE, 2024)
- Working Together to Safeguard Children (HM Government, 2023, updated guidance in force)
- Equality Act 2010
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015)
- Childcare Act 2006
- Statutory Framework for the Early Years Foundation Stage (EYFS) – effective from 4 January 2024

3. Structure of the EYFS & Principles into Practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the main vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support by working alongside the EY SEN team.
- Work in partnership with parents/carers and within the wider context
- Plan challenging learning experiences, based on the individual child informed by observation and assessment and using their interests
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Have a key person approach to develop close relationships with individual children
- Provide a secure, safe and engaging learning environment both indoors and outdoors.

Please see our Little Acorns Nursery Practice policy and subsequent procedures for further information on the structure of the EYFS and curriculum for children aged 2-4yrs in our Nursery school.

4. Curriculum

The School follows the curriculum as outlined in the EYFS statutory framework (DfE, effective from 4 January 2024).

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 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 4 specific areas:

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



4.1 Planning



We plan to build on what the children know, understand and can do.

We use a combination of observations, teacher assessments and professional knowledge of a child's understanding, in order to inform our assessments and therefore planning. The characteristics of effective learning are considered and evident in both our long- term and short-term planning and reflect the current cohort at the time. We work in partnership with parents / carers, other settings, other professionals, in particular our feeder pre-schools and with individuals and groups in the community, such as local churches, to support children's learning and development.

Our EYFS teams both in the Nursery and the Reception class plan purposeful learning experiences for children based on current assessment to enable children to develop and learn effectively.

They also consider the individual needs, interests, and stage of development of each child, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, the staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

4.2 Teaching

We recognise that play underpins learning and development for young children. It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well-planned experiences based on children's spontaneous play, both indoors and outside, we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children and adults as well as on their own. They communicate with others as they investigate and solve problems. Throughout the day, the children have opportunities to express themselves creatively through movement, sound, art and construction outdoors and indoors. When engaging with the children, we immerse them in language and vocabulary extend their understanding of their observations and experiences to support them in being able to describe them.

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.

As children grow older, and as their development allows, the balance may gradually shift towards more adult-led activities as and when appropriate.

Discreet phonics lessons are taught in Reception for 25 minutes each day, using the Supersonic Phonics Friends programme.

4.3 Outdoors

At Oakfield we value the need for spending time outdoors as an intrinsic part of the EYFS curriculum; being outdoors is essential for all aspects of a child's development. In many cases, the outdoor environment is far more practical and more effective for some learning experiences. It provides children with experiences which enable them to develop intellectually, emotionally, socially and physically. It also provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle.

In our nursery, children spend time in nature, in every session, where they benefit from:

- stimulating and varied environments where they can be inquisitive, inventive and collaborative with other children
- freedom to move and be active
- opportunities to grow confident in their capabilities by taking risks to overcome challenges
- real-life situations which require cooperation and problem solving together with others
- resources and challenges that require children to use their initiative and imagination
- an environment that inspires a sense of adventure, awe and wonder
- space to immerse themselves in their observations and reflections
- moments of stillness and silence, strengthening their capacity to be attentive

During the day, our Reception children can move freely between the indoor and outdoor provision using the resources which best meet their needs. The aim of both indoor and outdoor play is to provide a stimulating environment for children's learning in all areas of the EYFS curriculum and to enable the children to benefit from the above things whilst accessing the engaging outdoor area.

As the outdoor area is an extension of the teaching and learning in the indoor area, activities and experiences are planned for in the same way. The resources provided encourage and support the children's learning and to develop in all areas of the curriculum. When working outdoors with the children we believe that they should be allowed to and encouraged to take reasonable risks and face the challenges that can arise from learning and playing outdoors. They will be engaged in range of activities which encourage them to take some small calculated risks, which may include climbing, digging, jumping, riding bikes etc. Staff ensure that all children are dressed appropriately for the weather conditions and for safety.

Our children in both Nursery and Reception have a weekly Forest School session, lead by our fully trained practitioner



5. Assessment

For all of our children within the EYFS, ongoing assessment is an integral part of the learning and development processes. We observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

Whilst we are aware that practitioners are not required to prove assessment through a collection of **any** physical evidence, we choose to record our observations in a variety of ways. Everyone around the child is encouraged to contribute and discussions take place, this includes the parent/ carers, other professionals, child's key person and manager/ deputy manager. Significant observations of children's achievement are collated in their own personal learning journey, this may be on Tapestry or through a Focus Child observation sheet. We also encourage families to contribute to their child's learning journey, we always take into account those observations shared by parents and/or carers.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short-written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Our Nursery Manager and Deputy Manager are responsible for completing the check using information from on-going observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

3-4yrs

For children in their pre-school year, the children's key person will work in partnership with parents to keep this record. To do this they collect information about the child's needs, activities, interests and achievements. This information enables the key person to monitor the child's progress. Together with the parents/ carers, they will then decide on how to further support the child's learning and development.

Statutory transition information and assessments are passed on to the receiving schools in June of the pre-school year.

Reception

Reception are invited to attend a parents' meeting in the Autumn and Summer term. Within the final term of Reception, we provide parents with a report based on their child's development against each of the early learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

5.1 From Reception to KS1

In order to ensure a smooth transition from reception to KS1, we track and monitor progress for each child and share this through a 'Continuing the Learning Journey' review in the summer term.



6. Working with parents

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

We aim to develop caring, respectful, professional relationships with children and their families. We recognise that parents are children's first and most enduring educators and we value the

contribution they make. We recognise the role that parents have played, and their future role, in educating their children.

Working with other services and organisations is integral to our practice ensuring we meet the needs of all our children. At times, we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. Each key person contributes to the observation, assessment and planning cycle. 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.

7. 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 are able to enjoy learning and grow in confidence.

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:

- For children aged under 2, we have at least 1 member of staff for every 3 children
- For children aged 2, we have at least 1 member of staff for every 5 children

For children aged 3 and over:

- Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
- 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

Within the School, we have clear procedures for keeping children safe. Safeguarding and child protection policies and procedures are in place and are regularly monitored and reviewed. The EYFS Team work closely with the SENCO and DSL/ safeguarding team to ensure that the needs of the individual and their families are supported. Children's wellbeing is observed and assessed continually to ensure we achieve the highest levels of wellbeing possible in all of our children

All EYFS practitioners are responsible for the safety of the children at all times. It is the responsibility of every member of staff to ensure that the outdoor area is safe and secure before allowing the children access. An outdoor check is carried out daily as part of the EYFS Risk Assessment.

All staff working within Little Acorns and Reception are paediatric first aid (PFA). This PFA certificate is renewed every 3 years as required.

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
- Dental role play and visits from dental care providers.

We are supporting the Hampshire and Isle of Wight Supervised Toothbrushing Programme.

IPads are used across the EYFS to take pictures of the children's learning and completed 'work' e.g a drawing or phonics. These pictures are used for the sole purpose of documenting learning for the individual or capturing evidence/ examples of good practice for the setting. These images may be shared on the children's individual learning journal (Tapestry), on our school website, school newsletter and/or social media. Relevant permissions are required for the sharing of the photos and use of Tapestry and is obtained via the pupil information form at the start of admission and updated annually. Once photos have been used for the intended purpose, they may be uploaded to the school's secure google drive for evidence log or deleted.

IPads are currently the only electronic devices with imaging and sharing capabilities that are used across our EYFS. However, Little Acorns Nursery does also have the use of a school mobile phone for outings and in this case it can also be used to take photos in the same way outlined above.

If the use of a digital camera is needed for any reason, the photos will be uploaded to the school secure drive only and shared for intended use from there.

The monitoring of the use of these devices for taking and sharing images is ongoing by the manager of the nursery and AHT.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Continuing Professional Development

In order to keep up to date, broaden our understanding and learn new skills, Early Years staff have the opportunity to undertake regular training. The identification of training needs of all adults is part of an on-going process, formalised at staff appraisals and performance management. We regularly undertake in house training to develop the quality of the experiences our staff deliver, for example, observation of children – making, using and analysing observations.

Leaders ensure that all staff are suitable; they have the relevant qualifications, training and have passed any required checks to fulfil their roles. This includes ensuring that all staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios.

9. Quality Improvement

Observation of all staff practice is carried out in line with the teaching standards and quality indicators of best EYFS practice. These observations, plus environment walks and observation sampling are used to inform the quality of teaching and learning as part of a teacher's performance management, along with other school improvement processes.

10. Monitoring and Review arrangements

It is the responsibility of the EYFS team overseen by the EYFS leader and Nursery Manager to understand and adhere to the principles stated in this policy.

The Headteacher/ Assistant Headteacher will monitor implementation of this policy as part of the whole school monitoring schedule.

This policy should be read in conjunction with following policies:

- Little Acorns Nursery Practice policy
- Admissions Policy; school and Little Acorns
- Health and Safety Policy
- Single Equality Policy
- Attendance Policy for pupils
- Optimising Behaviour and Relationships Policy