EYFS Policy

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Created by: Mrs B Readey

1. Purpose and scope

This policy explains how Ashton Primary School meets the Early Years Foundation Stage (EYFS) requirements in its Reception provision. It should be read alongside the school's safeguarding, curriculum, SEND, health and safety and other linked policies. It applies to all staff, governors, volunteers and visitors working with Reception children.

The policy is based on the Department for Education's Statutory framework for the Early Years Foundation Stage for group and school-based providers, dated 13 July 2026 and effective from 1 September 2026. Where the framework says a provider 'must' do something, this is a legal requirement; where it says 'should', the school has regard to the guidance and follows it unless there is a good reason not to.

2. Our aims

We aim to give every child a safe, happy and ambitious start to school. We will:

- provide high-quality teaching and care so that every child makes progress and no child is left behind;
- build secure foundations through a broad, balanced and carefully sequenced curriculum;
- recognise each child as unique and respond to their interests, experiences, strengths and needs;
- work closely with parents, carers, previous settings and other professionals;
- promote equality of opportunity, inclusion and anti-discriminatory practice; and
- prepare children well for Year 1 and for later life without narrowing the Reception curriculum to the early learning goals.

3. Principles of the EYFS

Our practice reflects the four statutory guiding principles:

A unique child. Every child is constantly learning and can be resilient, capable, confident and self-assured.

Positive relationships. Children learn to be strong and independent through warm, consistent relationships.

Enabling environments. Adults respond to children's interests and needs, build learning over time and work in partnership with families.

Learning and development. Children learn and develop in different ways and at different rates, including children with SEND.

4. Leadership, organisation and accountability

The headteacher (Miss Butterworth) has overall responsibility for ensuring that the EYFS requirements are met. The named EYFS lead is Mrs Carlisle. Day-to-day teaching, assessment, safeguarding and communication responsibilities are shared within the Reception team, with clear lines of accountability.

Reception organisation: We have an annual intake of a maximum of 30 children. We have one Teacher and one Teaching Assistant. Staffing is reviewed according to children's needs, activities, risk assessments and the requirements that apply to Reception classes. The school deploys sufficient suitable adults to keep children safe and support effective learning.

5. Learning and development

5.1 Curriculum

The Reception curriculum is shaped by the seven interconnected areas of learning and development. The three prime areas are communication and language; physical development; and personal, social and emotional development. The four specific areas are literacy; mathematics; understanding the world; and expressive arts and design.

Our unique curriculum provides the activities and experiences described in the statutory educational programmes. It is language-rich, promotes a love of reading, develops early mathematics securely and broadens children's knowledge of people, communities, culture, technology and the natural world. Children have regular opportunities for physical activity, creative expression, music, stories, role play, practical exploration and outdoor learning.

We use Little Wandle to teach Phonics and White Rose to teach Mathematics.

5.2 Teaching and the characteristics of effective learning

Children learn through a purposeful mix of play, exploration, adult modelling, direct teaching, guided activity, observation of others and sustained shared thinking. Staff use professional judgement to decide the right balance for each child and point in the year. The indoor and outdoor environments are organised to support independence, curiosity, purposeful practice and appropriate challenge.

Staff consider and support the characteristics of effective teaching and learning:

- playing and exploring - children investigate, experience things and 'have a go';
- active learning - children concentrate, persist and enjoy achieving;
- creating and thinking critically - children develop ideas, make links and choose ways to do things.

5.3 Inclusion, SEND and English as an additional language

We plan for every child, removing barriers and making reasonable adjustments where required. Staff identify emerging needs early, work with parents and carers, and involve the SENCO (who teaches part-time in Reception) and external professionals as appropriate. The school follows the SEND Code of Practice and its SEND policy. The school's SENCO is Mrs Readey.

For children whose home language is not English, staff value and support the child's home language while ensuring sufficient opportunities to learn and use English. If there are concerns about development in the home language, the school works with parents and seeks appropriate support.

6. Assessment

Assessment is proportionate and supports teaching. Staff know children well through observation, interaction, information from families and previous settings, and children's work. Assessment must not involve excessive paperwork or require recorded, written or photographic evidence for every judgement.

6.1 Ongoing assessment

Practitioners use formative assessment to understand what each child knows and can do, identify barriers and plan suitable next steps. Parents and carers are kept informed about progress and are invited to contribute relevant information. Where a child may have a special educational need or disability, the Reception team and SENCO agree appropriate support with the family.

6.2 Reception Baseline Assessment

The Reception Baseline Assessment (RBA) is completed for each eligible child within the statutory assessment period, currently the first six weeks after entry to Reception. The school follows the current RBA Assessment and Reporting Arrangements and statutory guidance, including participation, access arrangements, confidentiality and submission requirements. We also complete a WELLCOMM assessment with every child upon entry to school. This helps us to identify any speech and language difficulties early.

6.3 EYFS Profile

In the final term of Reception, the teacher completes the EYFS Profile for each child. Using professional knowledge of the child, the teacher makes a holistic, best-fit judgement against all 17 early learning goals, recording whether the child is 'expected' or 'emerging'. The Profile is completed by 30 June unless the current statutory assessment arrangements specify otherwise. Results are shared with parents and carers and transferred to Year 1 to support continuity and an effective transition. The school meets local authority moderation and data submission requirements.

7. Relationships with parents, carers and the key person

Parents and carers are children's first and most enduring educators. We maintain a regular two-way flow of information, explain how the EYFS is delivered, share children's progress and suggest ways to support learning at home. Families can raise questions or concerns with the class teacher, EYFS lead or school leaders.

Each child is assigned a key person. The key person helps ensure that the child's learning and care are tailored to their needs, supports secure relationships and works with the family and relevant professionals.

Induction arrangements: During the summer term, following the allocation of school places, parents and carers are contacted to confirm that they wish to accept their child’s place. They are then invited to an induction meeting, where key information about the school and the Reception year is shared.

Parents and carers are also asked about their child’s current early years setting so that nursery visits can be arranged towards the end of the summer term. Home visits are offered where families feel these would be beneficial.

Children and their families are invited to a stay-and-play session during the summer term, followed by a further session at the end of the summer holidays. In September, children attend for half a day on their first day before beginning full-time attendance from their second day.

The school uses two online platforms to communicate with families. ClassDojo is used for messages between parents, carers and staff, as well as for sharing important information, dates and events. Tapestry is used to share photographs and examples of children’s experiences and learning in school. Parents and carers can also use Tapestry to share significant experiences and learning from home.

Parents and carers are invited to two parents’ evenings each year: one during the autumn term and another during the spring term. A written report outlining their child’s progress and attainment is provided at the end of the summer term.

Throughout the school year, we also hold additional meetings and events to help families understand and engage with their child’s learning. These include sessions explaining how phonics

and reading are taught at Ashton, as well as our Come and See weeks, when parents and carers are invited into the classroom to observe lessons and see teaching and learning in practice.

8. Transition

We seek information from parents, carers, nurseries and other providers before children start Reception. Transition is adapted for individual needs, particularly for children with SEND, medical needs, safeguarding vulnerabilities or other circumstances requiring additional support. At the end of Reception, staff share the EYFS Profile and other relevant information with Year 1 staff and plan continuity in curriculum, routines and pastoral support.

9. Safeguarding and welfare

Children's safety and welfare are paramount. The school's safeguarding arrangements comply with the EYFS framework, Keeping Children Safe in Education and local safeguarding partnership procedures. Detailed procedures are contained in the linked school policies; the requirements below apply in Reception.

9.1 Safeguarding and child protection

- The school has a safeguarding policy and procedures that cover the use of mobile phones, cameras and other electronic devices. Staff know how to recognise and respond to abuse, neglect, exploitation, inappropriate behaviour, absence and unexplained or prolonged non-attendance.
- The designated safeguarding lead is Miss Butterworth (Headteacher) and deputies are Mr Payne (Deputy Headteacher, Mrs Readey (Assistant Headteacher & SENCo) and Mrs Kennard (Learning Mentor). Staff receive induction, regular updates and safeguarding training that meets the EYFS criteria. Concerns are recorded and referred promptly through the school's procedures.
- Whistleblowing procedures are available to staff. Allegations against adults are reported immediately and managed under the school's allegations/low-level concerns procedures. Required notifications to the appropriate agencies are made within statutory timescales.
- The school has regard to Prevent duty guidance and protects children from extremist views and radicalisation.

9.2 Suitable people, recruitment and staff conduct

The school follows safer recruitment procedures and completes all required suitability checks, including enhanced criminal record and barred list checks where applicable. New employees do not begin employment before the required DBS check has been received, subject only to any lawful, documented exception in current statutory guidance. Volunteers are checked and supervised in line with statutory requirements. References are obtained, verified and recorded. Ongoing suitability is monitored, and staff must disclose relevant changes or information that may affect their suitability.

Staff receive induction, supervision, support and training appropriate to their role. They are expected to understand the EYFS, school policies, safeguarding, health and safety, behaviour support, SEND and emergency procedures. Staff taking medication or affected by alcohol, drugs or any other substance must not work with children where their ability to care for them safely is impaired.

9.3 Staffing, supervision and paediatric first aid

Children are adequately supervised and usually within sight and hearing of staff. Staffing decisions take account of the nature of activities, children's needs and safety. The school meets the statutory requirements applicable to Reception classes and ensures that those counted in any required ratio hold suitable qualifications.

At least one person with a current paediatric first aid certificate is available on the premises and accompanies children on outings, as required. Newly qualified staff meet the applicable paediatric first aid requirement. Certificates and training meet the criteria in Annex A of the EYFS framework.

9.4 Health, medicines, food and intimate care

- The school promotes children's physical and oral health and follows public health advice. It has procedures for children who are ill or infectious and informs parents and carers when necessary.
- Medicines are administered only under the school's procedures, with appropriate permission, records and information for parents and carers. Prescription medicines are not administered unless prescribed for the child, subject to the statutory exceptions.
- Meals, snacks and drinks are healthy, balanced and nutritious. Fresh drinking water is available. The school obtains and acts on information about dietary needs, allergies and health requirements; staff can respond to allergic reactions and choking. Children are always within sight and hearing of an adult while eating.
- Any intimate care is respectful, hygienic and balances privacy with safeguarding and support needs.

9.5 Behaviour and physical intervention

Staff support children to understand and regulate behaviour through clear expectations, positive relationships and developmentally appropriate teaching. Corporal punishment, threats of corporal punishment and any punishment that could negatively affect a child's wellbeing are prohibited. Physical intervention is used only where lawful and absolutely necessary to prevent immediate injury or serious damage. Any use is recorded and parents or carers are informed on the same day or as soon as reasonably practicable.

9.6 Premises, security, equipment and risk

- Premises, indoor and outdoor spaces, toilets, handwashing facilities, changing arrangements, furniture, resources and equipment are safe, suitable and accessible. Reception children have daily access to outdoor play unless circumstances make this inappropriate.
- Fire and emergency arrangements, evacuation procedures, detection and control equipment, exits and first-aid equipment are maintained and checked.
- Children are released only to adults authorised by parents or carers. The school prevents children leaving unsupervised, controls access and checks visitors' identity.
- The school identifies, removes or manages risks and can demonstrate how it does so. Outings are risk assessed, including staffing, first aid and transport arrangements.
- In line with LCC policy, no dogs (other than guide dogs) are allowed on school grounds at any time.
- The school has regard to the DfE guidance on children's screen use in early years settings. Screens are used deliberately, safely and for a clear educational or communication purpose, with appropriate adult support and balance.

- The safer-sleep requirements for children under two are not ordinarily applicable because the school provides Reception only. If a Reception child needs to sleep for health or welfare reasons, the school completes an individual risk assessment and care plan, agrees arrangements with parents/carers and follows relevant medical and safer-sleep advice.

9.7 Accidents, injuries and notifications

The school keeps a written record of accidents, injuries and first-aid treatment and informs parents or carers on the same day or as soon as reasonably practicable. Serious accidents, illness, injury, death, food poisoning affecting two or more children, allegations of harm and other notifiable events are reported to the relevant agencies within the required timescales. The school acts on advice received.

10. Information, records and confidentiality

The school keeps accurate, accessible and secure records and shares information lawfully with parents, carers, other professionals, the police, children's social care, the local authority and regulatory bodies as appropriate. Staff protect confidentiality and follow data protection and freedom of information requirements. Parents and carers may access records about their child subject to lawful exemptions.

The school records each child's full name, date of birth, parent/carer and parental responsibility information, usual living arrangements and emergency contacts. Where possible, more than two emergency contact numbers are held. Attendance records show children's hours of attendance. Required staff, qualification, identity-checking, first-aid, accident, medicine and other records are maintained and retained in line with the school's retention schedule and statutory requirements.

11. Complaints

Concerns should normally be raised promptly with the class teacher or EYFS lead. Formal complaints are managed under the school's complaints policy. The school investigates written complaints relating to EYFS requirements, notifies the complainant of the outcome within the statutory timescale where applicable, and makes the record available to the relevant inspectorate on request. Parents and carers are told how to contact Ofsted or the appropriate inspectorate where this is relevant.

12. Linked school policies and documents

- Safeguarding and Child Protection Policy (including mobile phones/cameras, attendance and allegations)
- Staff Code of Conduct and Whistleblowing Policy
- Safer Recruitment Policy
- SEND Policy and SEND Information Report
- Supporting Pupils with Medical Conditions / Administration of Medicines Policy
- First Aid and Accident Reporting Policy
- Health and Safety, Fire Safety and Educational Visits Policies
- Behaviour Policy and Positive Handling / Physical Intervention Policy
- Intimate Care Policy
- Food, Allergy and Nutrition arrangements
- Online Safety / Acceptable Use Policy

- Attendance Policy
- Data Protection, Records Retention and Freedom of Information arrangements
- Complaints Policy
- Equality Information and Objectives / Accessibility Plan
- Reception curriculum and assessment documentation

13. Monitoring and review

The EYFS lead and senior leaders monitor implementation through curriculum review, observation of practice, safeguarding and welfare checks, assessment information, feedback from children and families, and professional discussion. Governors provide appropriate oversight. This policy is reviewed annually, or sooner following changes to legislation, statutory guidance, school organisation or identified practice needs.