



EYFS POLICY

SEPT 2025-2026

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Early Years Foundation Stage (EYFS) Policy

(Reviewed and updated October 2025 – additions in italics)

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

We also aim to provide a high-quality foundation for lifelong learning by ensuring our EYFS practice reflects the four guiding principles: that every child is unique; that children learn through positive relationships; that children develop in enabling environments; and that children learn and develop in different ways and at different rates.

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) 2023 (updated January 2024).

It also takes into account related guidance and statutory documents including:

- *Keeping Children Safe in Education (KCSIE, 2025)*
- *Working Together to Safeguard Children (2023)*
- *The Equality Act 2010*
- *SEND Code of Practice (2015)*
- *Ofsted Early Years Inspection Handbook (2025)*
- *Public Health England: Oral Health Guidance (2024)*
- *Prevent Duty Guidance (2023)*
- *Safeguarding and Welfare Requirements of the EYFS (2024 update)*

3. Structure of the EYFS

Please contact and see each individual school for information on their pre-school provision. The schools that have their own pre-schools/nurseries in our federation and associated schools are:

- Cutcombe CoE First School – Dunkery Pre School
- Exford CoE First School – Little Berries
- St Dubricius CoE First School – Oaks Nursery
- Timberscombe CoE First School – Little Oaks Pre School
- All Saints CoE Infant School – Little Owls

Each of our EYFS settings meets the requirements for registration with Ofsted and operates under the Moorland Federation's shared ethos of inclusion, nurture, and early intervention. The EYFS leader and Executive Headteacher oversee consistency, curriculum quality and safeguarding across all provision.

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 are equally important and inter-connected.

The **3 prime areas** are particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive:

- Communication and language
- Physical development
- Personal, social and emotional development

The **4 specific areas** strengthen and apply the prime areas:

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

We also ensure that the Characteristics of Effective Teaching and Learning—playing and exploring, active learning, and creating and thinking critically—are embedded in all aspects of our provision.

4.1 Planning

Our staff plan activities and experiences for 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 stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

Planning follows a cycle of observation, assessment, and next steps, ensuring responsiveness to each child's learning journey. Provision is adapted to ensure progression towards the Early Learning Goals and school readiness while maintaining a play-based ethos.

Our planning is guided by the Development Matters (2023) and Birth to 5 Matters (2024) frameworks, and supports the federation's inclusive and trauma-informed approach to early learning.

4.2 Teaching

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 gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Teaching and learning in EYFS are underpinned by formative assessment and reflective practice. Practitioners act as facilitators of learning, modelling language, curiosity, and positive behaviour. The environment—both indoors and outdoors—is used as a “third teacher” to promote independence, physical development, and creativity.

We provide inclusive access to technology, outdoor learning, forest school experiences, and early phonics through validated SSPs (Systematic Synthetic Phonics) in line with DfE guidance.

5. Assessment

At our schools, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests, and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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 upon request.

We use formative assessment tools and secure digital platforms to record and track children's learning. Practitioners analyse cohort data termly to identify gaps in provision and inform targeted interventions, ensuring that every child, including those with SEND or EAL, makes progress from their starting point.

6. Working with parents and carers

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

Parents and/or carers are kept 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 is assigned a key person who helps to ensure 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.

We communicate with families through termly learning reviews, online portfolios, and regular newsletters. Parents are encouraged to contribute to their child's learning journey by sharing home observations and photographs.

Workshops and open sessions are provided for families to learn about the EYFS curriculum, early phonics, numeracy, and strategies for supporting emotional regulation and school readiness.

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: 1 adult for every 3 children
 - For children aged 2: 1 adult for every 5 children
 - For children aged 3 and over:
 - *Maintained nursery schools/classes*: 1 adult for every 13 children
 - *Reception classes*: comply with infant class size limit (1 teacher per 30 pupils)
 - *Mixed-age classes*: ratios determined by need and age composition

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.

We promote good oral health, as well as general good health, in the early years by (see our Food Policy):

- The effects of eating too many sweet things
- The importance of brushing your teeth
- We follow Public Health England guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

We ensure that all EYFS staff complete safeguarding, Prevent, and FGM awareness training annually, and are familiar with KCSIE (2025). Mobile phone and camera use follow our federation's Online Safety and Safeguarding policies.

We actively promote children's emotional wellbeing through nurture-based practice, peer play, and the Jigsaw PSHE curriculum, supporting self-regulation and early mental health awareness.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Executive Headteacher every two years.

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

EYFS provision is monitored termly through internal learning walks, moderation, and pupil progress reviews. The EYFS lead compiles a report for the Executive Headteacher and governors summarising strengths, areas for development, and actions linked to school improvement priorities.

Appendix A: Statutory EYFS Policies and Procedures (as required by the Statutory Framework for the EYFS, 2023, updated 2024)

All EYFS settings within the Moorland Federation maintain and implement the following written policies, procedures, and records, as set out in Sections 3.1–3.79 of the EYFS Framework:

1. Safeguarding and Child Protection Policy
2. Staff Behaviour / Code of Conduct Policy
3. Allegations Against Staff and Volunteers Procedure
4. Mobile Phone and Camera Use Procedure
5. Health and Safety Policy (including security and supervision of premises)
6. Risk Assessment Procedures (including outings)
7. First Aid Policy (with at least one Paediatric First Aider on site at all times)
8. Administering Medicines Policy -Inc in Supportign Pupils with Medical Needs Policy
9. Accident, Injury and Emergency Procedures
10. Positive Behaviour Management Policy
11. Complaints Procedure/ Policy
12. Equality of Opportunity and Inclusion Policy
13. Admissions Policy
14. Intimate Care and Toileting Policy
15. Lost Child and Uncollected Child Procedures
16. Arrivals and Departures Procedures
17. Fire and Emergency Evacuation Procedures
18. Record-Keeping and Data Retention Procedures (including attendance, accidents, and safeguarding logs)

In addition, the following non-statutory but essential federation policies apply to EYFS practice and are inspected under "Leadership and Management":

SEND Policy; Accessibility Plan; Food and Nutrition Policy; Online Safety and Acceptable Use Policy; Whistleblowing Policy; Safer Recruitment Policy; Data Protection Policy; Supervision and Staff Development Policy; Educational Visits Policy; Physical Contact and Touch Policy.

Summary of Updates (October 2025)

- 1. Aligned with EYFS Statutory Framework (2023, updated 2024) and Ofsted 2025 requirements.*
- 2. Added cross-references to KCSIE 2025, Prevent Duty, Equality Act 2010, and SEND Code of Practice.*
- 3. Clarified federation oversight of nursery and preschool consistency.*
- 4. Expanded curriculum to include Characteristics of Effective Teaching and Learning and Birth to 5 Matters (2024).*
- 5. Strengthened assessment and planning detail with tracking, inclusion, and intervention focus.*
- 6. Added family engagement strategies including workshops and learning reviews.*
- 7. Reinforced safeguarding and welfare with staff training, mobile phone use, and mental health promotion.*
- 8. Included EYFS monitoring expectations for governors.*
- 9. Added fully compliant EYFS statutory policies appendix (Sections 3.1–3.79).*

