Farsley Springbank Primary School

'Be the best you can be.'

Early Years Foundation Stage Policy

1.0 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
- 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
- All children are safeguarded and their welfare is promoted in line with statutory requirements

2.0 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 EYFS sets the standards for learning, development, safeguarding and welfare for children from birth to the end of the reception year.

3.0 Early Years Vision and Values

At Farsley Springbank Primary School, our Early Years provision lays the foundations for children to become **Courageous, Kind and Curious** learners, rooted in secure relationships, joyful play and a deep sense of belonging.

We believe that children learn best when they feel **safe, valued and confident to be themselves**. Our Early Years environment is nurturing, language-rich and play-based, carefully designed to meet the developmental needs of Reception-aged children while inspiring a love of learning that lasts a lifetime.

Guided by our six curriculum drivers, we place **play, exploration and meaningful experiences** at the heart of everything we do. Through well-planned indoor and outdoor learning, children are given the time, space and support to investigate, create, problem-solve and develop independence at their own pace. Adults skilfully observe, model and interact, extending learning through high-quality talk, questioning and shared thinking.

In our Early Years setting:

- **Independence** is nurtured as children learn to make choices, manage self-care, take responsibility and develop confidence in their own abilities.
- **Determination** is fostered through challenge, encouragement and reflection, helping children to persevere, bounce back from setbacks and feel proud of their efforts.

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- **Curiosity** is celebrated by following children's interests and providing rich, first-hand experiences that spark wonder and deepen understanding of the world.
- **Risk-taking** is supported within a safe and trusting environment, enabling children to try new things, learn from mistakes and develop resilience.
- **Collaboration** is embedded through play and shared learning, helping children to communicate, listen, negotiate and build positive relationships.
- **Respect** underpins our community, as children learn to care for one another, appreciate differences and take pride in themselves and their environment.

By working in close partnership with families and valuing each child's unique starting point, we ensure that every child leaves our Early Years provision feeling confident, capable and excited about learning — ready to flourish as they continue their journey at Farsley Springbank.

4.0 The EYFS curriculum

4.1 Scope of EYFS

The EYFS applies to children from birth to the end of the reception year. At Farsley Springbank, we provide EYFS provision for children in their reception year, supporting them in their final stage before transition to Key Stage 1.

4.2 Areas of Learning and Development

Our Early Years curriculum is ambitious and firmly aligned with the **EYFS Statutory Framework**, promoting strong progress across all seven areas of learning and development. All areas of learning and development are important and interconnected.

Three areas, known as the prime areas, are particularly important for building children's capacity to learn, form relationships and thrive. These prime areas provide the secure foundations upon which early reading, writing and mathematics are meaningfully developed, ensuring children are well-prepared for the next stage of their education.

The prime areas are:

- **Communication and Language** - Listening, Attention and Understanding and Speaking
- **Physical Development** - Gross Motor Skills and Fine Motor Skills
- **Personal, Social and Emotional Development** Self-regulation, Managing Self and Building Relationships

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The 4 specific areas develop a foundation of skills and knowledge for children to become confident learners, ready for Year 1 and the expectations of the national curriculum.
The specific areas are:

- **Literacy** – Comprehension, Word Reading and Writing
- **Mathematics** – Number and Numerical Patterns
- **Understanding the world** - Past and Present, People and Communities and The Natural World
- **Expressive arts and design** - Creating with Materials, Being Imaginative and Expressive

4.3 Characteristics of Effective Teaching and Learning

During the Early Years, children also develop the skills of 'how' to learn; this is also known as the Characteristics of Effective Teaching and Learning. These characteristics teach children the importance of having a positive learning attitude and nurturing their ability to play, explore and think critically in order to achieve their full potential.

The characteristics of effective learning are as follows:

- **Playing and Exploring** – children investigate and experience things and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

5.0 Teaching and Learning in Reception

Teaching in Reception is purposeful, flexible and responsive, recognising that young children learn in different ways.

Learning takes place through:

- **Whole-class teaching** – short, interactive sessions for maths, story time and understanding the world, increasing in length and frequency over the year to support transition to Year 1.
- **Group teaching** – for phonics children are taught in smaller groups based on their current level of learning.

- **Adult-led group work** – targeted teaching in small groups or one-to-one to introduce new skills, practise learning and close gaps.

- **Adult-initiated provision** – carefully planned enhancements that link to current learning and children's interests.

- **Child-initiated learning (Discovery Time)** – extended periods of high-quality play where children follow their interests, apply learning and develop skills, supported by effective adult interactions.

6.0 Assessment and Progress

At Farsley Springbank Primary, 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.

Assessment includes:

- The Reception Baseline Assessment (RBA) within the first six weeks of entry

- Ongoing observations across all areas of learning

- Termly assessment reviews to identify progress and any children who require further support

- 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 with 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 with parents and/or carers, 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 EYFS profile data to the local authority on request.

7.0 Working with parents and carers

We recognise that children learn and develop well when there is 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.

For all children in reception the key person is the class teacher 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.

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

8.0 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

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

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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 and can be found here https://www.farsleyspringbank.co.uk/safeguarding-and-child-protection-policy/

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 the governing board.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing on our school website https://www.farsleyspringbank.co.uk/whistleblowing-policy/

8.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

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9.0 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 can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy for more information https://www.farsleyspringbank.co.uk/safeguarding-and-child-protection-policy/

9.1 Responding to allegations or concerns

Any allegations or concerns will be dealt with, as outlined in our child protection and safeguarding policy https://www.farsleyspringbank.co.uk/safeguarding-and-child-protection-policy/

9.2 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.

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

9.3 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.

9.4 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

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9.5 Absence

We are 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.

Our attendance policy is available on our school website for more on this, including our expectations of parents/carers to report child absences.
https://www.farsleyspringbank.co.uk/attendance-policy/

9.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general. In the early years, we support this by having regular conversations about keeping healthy using the children's own experiences and story books as a basis. Enhanced provision helps to support the children's understanding of oral health and tooth brushing.

In addition to this, we teach about different aspects of being healthy through explicit topics such as 'Healthy Me' and also during our annual whole school health week.

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.farsleyspringbank.co.uk/safeguarding-and-child-protection-policy/

9.7 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, seated safely 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.

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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
- If appropriate we will 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.

9.8 Accident or injury

We keep a first aid kit accessible to staff at all times (which contains appropriate items for children).

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.

9.9 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.

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9.10 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 towels and spare clothes
- Separate toilet facilities for adults

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

10.0 Monitoring arrangements

This policy has been approved by the full Governing Body in February 2026.

This policy will be reviewed in February 2029.