

Kings Road CPS



Early Years Foundation Stage Policy

Author	V. Hodges
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Approved by	Darren Morgan (Headteacher)
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Excellence, in every area without compromise

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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 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

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 2026.

3. Structure of the EYFS

Kings Road Primary School has a maintained Nursery for children aged 3 to 4 years. We provide Free Early Education for 15 hours per week to all families and also for 30 hours per week for those families who are eligible.

We have 3 Reception classes, each with a class teacher and Teaching Assistant, with a maximum of 90 places in total.

4. Curriculum

4.1 Intent

To make the child's first experience at Kings Road happy, positive and fun. We foster a love of learning and develop enquiring minds through promoting our Kings Road Values. We instill the Characteristics of Effective Learning such as independence, resilience and confidence. We build positive relationships and work in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn. We have high expectations of all pupils and for pupils to have high expectations of themselves.

4.2 Implementation

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

Children are able to access Early Years provision within our setting from the term after their third birthday until the end of their Reception year. Alongside the statutory framework we structure our curriculum around the Development Matters 2021 guidance. At Kings Road, we have developed a '3i's' approach to implementing our curriculum:

- Autumn Term is dedicated to developing Interactions (high quality and ongoing across the year)
- Spring Term is dedicated towards Interventions (continually informed from daily practice and flexible to children's needs)
- Summer Term is dedicated to promoting Independence (in preparation for their transition to their next stage of school)

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
-

We provide a broad and balanced Early Years curriculum: -

- based on first hand experiences and high quality purposeful interactions (using the Shrec approach)
- that highly values play and recognises that, for young children, play is a vital tool for learning. Adults in the setting support and extend play, with a particular focus on developing language and communication.
- through carefully planned adult or child-initiated activities and spontaneous child led learning opportunities
- whilst having a regard for the skills and attitudes expected from the Key Stage One national curriculum. Staff ensure that there is an excellent environment (indoor and outdoor) for learning and teaching and well planned and appropriate educational programmes provide rich, imaginative experiences that meet the needs of all children.
- Where staff 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.
- Which considers special educational needs or disabilities of children in our care, identifying whether specialist support is required and linking with relevant services from other agencies where appropriate.
- Where staff extend their own professional development regularly by attending CPD, which feeds into daily practice.

- Which includes carefully planned transition arrangements to support children throughout their Kings Road journey. We have good links with a range of pre-school providers including our own onsite pre-school setting – Amaryllis. We value the information shared and use this to inform our provision.
- By recognising that children learn and develop well when there is a strong partnership between home and school and there are regular opportunities to work in partnership with parents/carers e.g. workshops, open house events, stay and plays, performances, Class Dojo.

Alongside supporting children's development in the EYFS, through the seven areas of learning, we continually promote opportunities for children to understand, develop and demonstrate the characteristics of effective learning which we recognise as being essential to creating lifelong, motivated learners

- Playing and exploring – engagement
- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'
- Active learning – motivation
- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do
- Creating and thinking critically – thinking
- Having their own ideas
- Making links
- Choosing ways to do things

The Development Matters 2021 guidance and the statutory Early Learning Goals and statutory Educational Programmes guide our long term planning.

In Reception, medium term planning is completed half termly (termly in Nursery) through our 'Igniting Our Knowledge' maps and identifies the intended learning outcomes.

Weekly Planning focuses on day-to-day organisation of activities. It takes into account that children's learning is not necessarily sequential and that they may need time to consolidate, repeat and extend their learning in their own way. All planning is evaluated on an on-going basis and adapted in response to the children's needs and interests. 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.

Pupil Premium

At Kings Road we have an EYFS Pupil Premium Pledge. This consists of 35 enriching, first hand experiences which Pupil Premium children will take part in throughout their time in our EYFS. These are designed to give children opportunities which they may not have had before and to learn and develop not only skills but also vocabulary. Each half term has 1 specific enriching activity which is explored in more depth to really develop and extend the vocabulary and high quality interactions which the children are exposed to.

. 5. Assessment/Impact

At Kings Road, 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 reception**, staff will administer the reception baseline assessment (RBA).

Teachers make assessment judgements again at Spring 1- February half term and again at the end of year- July. These assessments are made with the support of Development Matters 2021 guidance and the Educational Programmes of

Study. At these 3 points in the year, the data is recorded on SIMS. Nursery only record judgements for the prime areas for Autumn and Spring. The specific areas are included in the end of year assessment judgements.

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 EYFS profile 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.

Wellcom Language Assessments

Nursery Welcomm Assessments – All children are screened at the end of every term in their Nursery Year. Outcomes inform the formation of Nurture groups for the following term. These assessments form part of the discussion about forming Reception classes at the end of Nursery and also part of the transition conversations.

Reception Welcomm Assessments – All children in Reception are screened once a term. Outcomes will inform the formation of Welcomm groups for the following term.

Floor books

Each class creates their own 'Learning Journey Floor book' which details photos, pieces of work, and the child's voice to capture the learning which has taken place. These floor books are revisited regularly throughout the year to promote key discussions and recall skills.

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 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 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).

Parental Involvement

We recognise the importance of working alongside parents and other significant adults during a child's education. We do this through: -

- Inviting all parents to an induction meeting during the term before their child starts school.
- Giving the children the opportunity to spend several mornings or afternoons with their teacher before starting school.

- Inviting new parents into the classroom in their child's first term (Stay and Play, Performances)
- Providing formal meetings for parents during the school year to discuss children's progress.
- Welcoming parents to discuss any concerns with the teacher and/or teaching assistants.
- Working to build good relationships with families to promote a regular two-way flow of information.
- Send out surveys/newsletters to parents
- Regular communication via Class Dojo
- Sharing observations made in school via Class Dojo and encouraging observations to be uploaded by parents

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 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
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy, which is available on our website.

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, this can be found on our website

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.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing this can be found on our website.

7.3.1 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.

8. 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 on our website for more information.

8.1 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:

- For children aged 3 and over:
 - We have at least 1 member of staff for every 13 children
 - At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002
 - 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

For Children in Reception:

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

For mixed classes:

- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

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 on our website 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 ensuring we talk to the children about:

- The importance of a healthy, balanced diet and the effects of eating too many sweet things.
- The importance of brushing your teeth
- The importance of visiting the Dentist regularly

We also include specific, focused learning about Dentists and oral hygiene during our Spring topic of 'Everyday Heroes' where Dentists and Dental Nurses come into school to talk to the children.

In Reception we operate a supervised tooth brushing programme, to support the children's oral health. We follow [government guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy, which can be found on our website.

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

Our caterers will prepare food in a way that:

- Prevents choking
- 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 Safe Sleeping

The school does not routinely provide or schedule sleep or nap periods for children in the Early Years Foundation Stage. However, on rare occasions, a child may fall asleep during the school day, for example due to tiredness or because they are unwell.

Where a child falls asleep unexpectedly:

- The child will be allowed to rest where this is considered appropriate and in their best interests.
- Staff will ensure that the child is positioned in a safe, comfortable and suitable place, away from hazards and in accordance with current safer-sleep guidance.
- Sleeping children will be **frequently checked to ensure that they remain safe.**

- The child will remain appropriately supervised and will not be left unattended for extended periods.
- Where a child is unwell and falls asleep while awaiting collection, parents/carers will be contacted in accordance with the school's illness and medical needs procedures and arrangements made for the child to be collected as soon as reasonably practicable.
- Staff will monitor the child's condition and follow the school's first aid, medical needs and safeguarding procedures where there is any concern about the child's health or wellbeing.
- If a child falls asleep during a lesson due to tiredness, staff will consider the circumstances and allow a short period of rest where appropriate, while continuing to supervise and monitor the child. Staff will consider whether the child's parent/carer needs to be informed, particularly where this is unusual or recurrent.
- Staff will follow current Department for Education and NHS safer-sleep guidance where applicable.

The school does not use cots, sleep pods or other dedicated sleep equipment as part of its routine EYFS provision because children are not routinely provided with sleep periods. Any unexpected sleeping will be managed on an individual basis, taking account of the child's age, health, circumstances and welfare.

As our EYFS provision is for children aged three to five, the specific statutory requirements relating to cot sleeping for babies aged 12 months and under do not normally apply. Where a child aged over 12 months unexpectedly falls asleep, staff will provide a safe and appropriate place to rest where practicable, using a clear, flat and firm surface and ensuring the child is frequently checked and appropriately supervised.

8.9 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 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.

8.10 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.

8.11 Toileting and privacy

Hygienic changing facilities are provided and maintained for managing accidental wetting/soiling.

We make sure that there are:

- Enough toilets and hand basins available for the children
- Separate toilet facilities for adults
- adequate supply of spare clothing, clean towels, and necessary hygiene supplies

During supporting toileting and changing/intimate care routines, we will balance children's privacy with their safeguarding and support needs. If a child has more complex intimate care needs we create an individualized Intimate Care Plan for them. Please see Intimate Care Policy for further details.

8.12 Screen Time Expectations

We adhere to the latest government guidance to ensure that screen use is purposeful and does **not displace activities critical for development**, such as physical play and social interaction.. For children in our Nursery and Reception classes (ages 3-5), **screen time is limited to a co-viewing experience** where an engaged adult interacts with the children by talking and asking questions to promote cognitive and language development, rather than allowing solo use. **We aim**

for no more than one hour per day and screen time is strictly avoided during mealtimes. We prioritise the use of **slow-paced, age-appropriate content** and do not permit the use of fast-paced, social media-style videos.

These time limits are applied flexibly for children with **special educational needs and disabilities (SEND)** who require screen-based assistive technologies to support their learning and communication.

8.13 Staff Supervisions

In accordance with the Statutory Framework for the EYFS, the school implements mandatory supervision arrangements for all EYFS staff who have contact with children and families

These supervisions are designed to provide a confidential space for practitioners to discuss sensitive issues, including any concerns regarding a child's development, well-being, or specific child protection matters

Effective supervision fosters a culture of mutual support, teamwork, and continuous improvement, providing staff with the necessary coaching and training to enhance their personal effectiveness

Furthermore, these sessions allow staff to identify solutions to problems as they arise, ensuring that the interests and well-being of all children remain at the forefront of our practice

9. Monitoring arrangements

This policy will be reviewed and approved by the Assistant Head for EYFS and the Headteacher annually.

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