

# EARLY YEARS FOUNDATION STAGE POLICY

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### 1. Aims

This policy aims to ensure:

- Children access a broad and balanced curriculum that gives them the 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/carers.
  - Every child is included and supported through equality of opportunity and anti-discriminatory practice.
  - All children are kept safe, including online, and staff are clear on their safeguarding responsibilities.
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### 2. Legislation

This policy is based on the statutory requirements set out in the [EYFS framework for 2025](#), as well as Keeping Children Safe in Education (KCSIE) and other relevant legislation.

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### 3. 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 prime areas:**

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

### **The specific areas:**

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

## **3.1 Planning**

Staff plan activities and experiences that enable children to develop and learn effectively, starting with a theme and adapting weekly based on children's needs and interests.

## **3.2 Teaching**

Learning and development is delivered through a mix of adult-led and child-initiated activities, with staff responding to each child's emerging needs and interests.

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## **4. Assessment**

At Perran-ar-Worthal Community Primary School, ongoing assessment is integral to learning and development. Staff observe children to identify achievement, interests and learning styles, using these to shape future planning. Parents' observations are also considered.

- Within the first 6 weeks of Reception, staff administer the Reception Baseline Assessment (RBA).
  - At the end of EYFS, staff complete the EYFS profile, assessing against the 17 early learning goals. This is shared with parents and submitted to the local authority as required.
  - Assessment is moderated internally and with local schools.
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## **5. Working with Parents and Carers**

We value parents as children's first educators and support them by:

- Inviting all parents to a welcome meeting before their child starts school.
  - Sending an EYFS Class booklet with relevant information.
  - Establishing links with local pre-schools and arranging transition visits.
  - Offering additional meetings and transition sessions if required.
  - Regular communication through Tapestry and Class Dojo.
  - Encouraging ongoing dialogue and providing opportunities for parents to view and download their child's learning journey.
  - Organising collaborative activities throughout the year.
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## 6. Safeguarding and Welfare Procedures

We recognise that children learn best when healthy, safe, and secure, with their individual needs met and positive relationships with adults.

**In line with the EYFS 2025 framework, we commit to:**

### 6.1 Safeguarding Responsibilities

- All staff are responsible for safeguarding children and are trained to recognise and respond to concerns, including those arising online.
- We follow our [Safeguarding and Child Protection Policy], which is reviewed annually and whenever statutory guidance is updated.

### 6.2 Safer Recruitment and Staff Suitability

- We carry out enhanced DBS checks and thorough vetting for all staff and volunteers.
- We require ongoing staff suitability checks, not just at recruitment, including annual declarations and prompt action if concerns arise.
- Staff are trained in the school's Code of Conduct, including the use of personal devices and social media.

### 6.3 Online Safety

- Staff receive regular training on online risks and supporting children's safe use of technology.
- The use of mobile phones and personal devices by staff is restricted and monitored in line with school policy.

### 6.4 Training and Supervision

- All staff receive regular safeguarding training and updates, including recognising new and emerging risks.
- Safeguarding is discussed in staff supervision sessions.
- Training records are maintained to ensure compliance.

### 6.5 Record Keeping and Information Sharing

- All safeguarding concerns are recorded securely and shared with relevant agencies (e.g. LADO) in line with statutory guidance.
- Records are held securely and confidentially, and only shared with those who need to know.

### 6.6 Policies and Procedures

- Our safeguarding and welfare policies are updated in line with the latest EYFS requirements, including:
  - Whistleblowing
  - Managing allegations against staff
  - Safer recruitment
  - Mobile phone and camera use



## 6.7 Child Wellbeing

- We promote children's health, including oral health, healthy eating, exercise and managing medical needs.
  - We follow robust procedures for administering medicines and managing allergies.
  - We support children's emotional wellbeing and resilience, working in partnership with families and external agencies as needed.
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## 7. Monitoring and Review

- EYFS teachers are responsible for implementing this policy.
- The headteacher regularly observes practice.
- The EYFS governor also observes provision and practice.
- Governors review this policy annually and receive staff reports on its implementation.