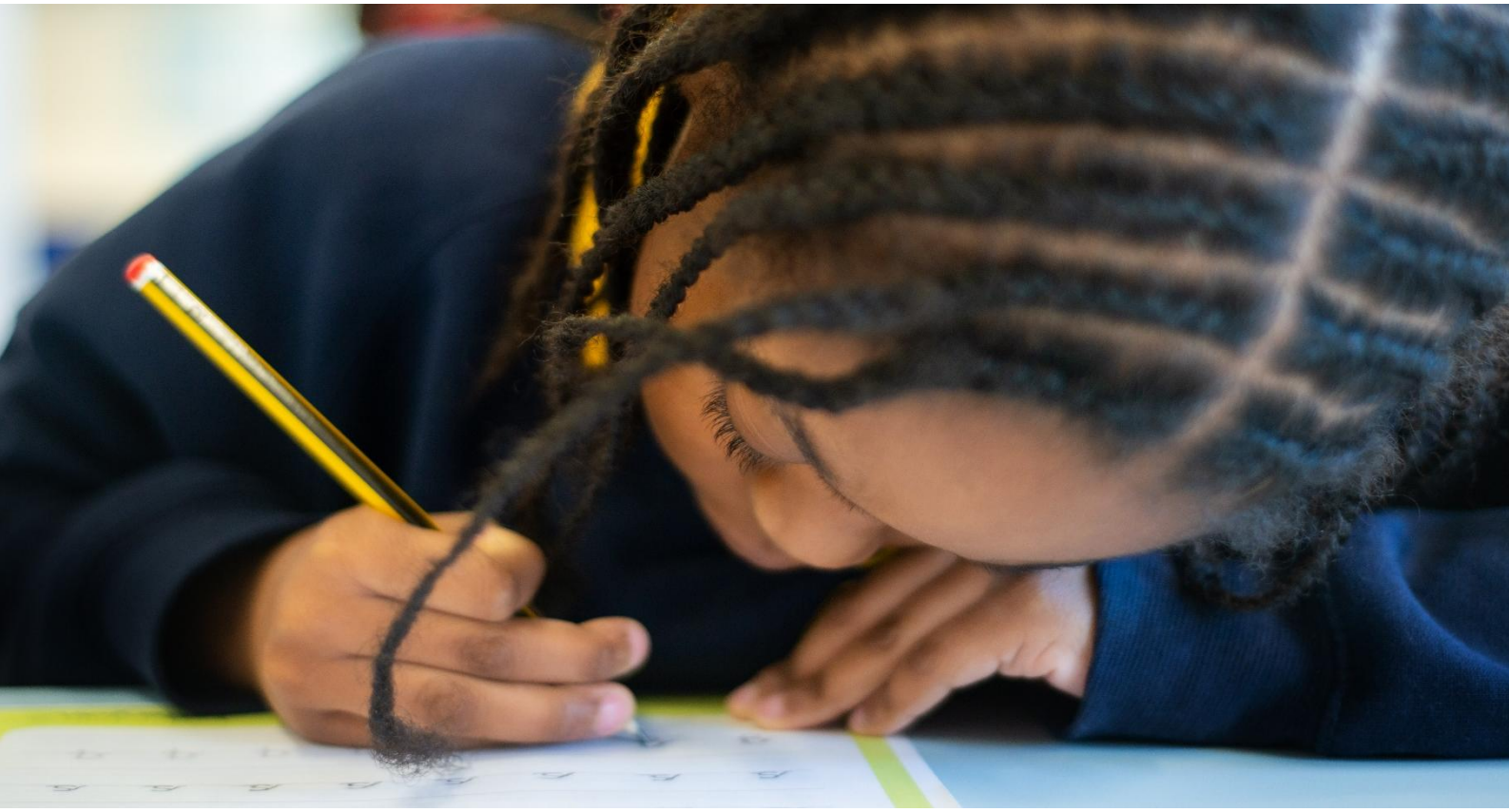
Laycock Primary School



Early Years Foundation Stage (EYFS)Policy

Approved by IEB:	Prudence Barnes-Kemp
Ratified and reviewed on:	February 2026
Next review due by:	February 2027

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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 2025.

3. Structure of the EYFS

At Laycock, the Early Years Foundation Stage (EYFS) covers our Nursery and Reception classes.

In Nursery, attendance will be on full time or part time basis with a maximum of 26 FTE (full-time equivalent) pupils in the year group.

For part-time places, we offer either Early week or Late week.

- Full time (30 hours):
    - Monday – Friday, 8:55am – 3:15pm
- Part time (15 hours) either:
    - Early Week; Monday & Tuesday, 8:55am – 3:15pm + Wednesday, 8:55am – 11:55am
    - Late Week; Wednesday, 12:15pm-3:15pm + Thursday & Friday, 8:55am – 3:15pm

Attendance for Reception pupils is full time with a maximum of 30 pupils in the year group. (It is important to stress that children who attend the Nursery do not automatically receive a place in Reception.

Admissions to Reception are allocated by local authority, Islington Council.)

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 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

4.1 Planning

Our staff are ambitious for all children, and plan activities and experiences for the 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 development of each child in their care, and consider whether the child needs any addition support. They use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

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 make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically. They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

The Early Years team support children through high quality, planned play activities and consider when child-initiated or adult-led play activities provide the most effective learning opportunities. We believe that it is important for adults to support and extend children's learning and language through play, by getting involved themselves and modelling by example.

We provide a rich and varied learning environment which inspires our children's curiosity and increases their motivation to investigate, explore and become involved, extending their ideas and experiences. The learning environment is comprised of the indoor and outdoor areas. Each learning areas is set up so that the children are able to locate and make considered choices about equipment and resources independently. Children have the freedom to move throughout the Early Years area during their child-initiated activities.

We use information from parents, carers and pre-school settings to inform our knowledge and understanding of every child. In school, we observe children in a range of contexts and note significant steps in development to make informed decisions about each child's progress. This enables us to plan appropriate next steps to build the children's learning over time.

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.

5. Assessment

At Laycock Primary School, 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. A child's development and progress is tracked by staff using the platform SONAR.

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. It also focuses on any areas of possible concern, which may indicate a disability, special educational need or developmental delay. The progress check will describe the activities and strategies that the school intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate.

Within the first 6 weeks that a child starts reception, staff will administer the reception baseline assessment (RBA). Information for parents about the assessment can be found here.

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.

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.

Parents and/or carers are kept up to date with their child's progress and development through the Seesaw platform. This platform also showcases children's learning and allows engagement between home and school.

Throughout the year we provide parents with updates on their child's progress and development, through informal and formal (parents' evenings) interactions. Furthermore, the progress check and 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).

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 on our school's 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 on our school's 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.

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 Interim Executive Board (IEB).

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing on our school's 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

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 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

8.1.1 Investigating the concern

When a concern is received by the headteacher – referred to from here as the 'recipient' – they will:

• Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person

• Get as much detail as possible about the concern at this meeting, and record the information

• Establish whether there is sufficient cause for concern to warrant further investigation. If there is, then:

o Arrange a further investigation into the matter, involving the Interim Executive Board (IEB), if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police

o Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

8.1.2 Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

8.2 Staffing

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, we have at least 1 member of staff for every 3 children.

• For children aged 2, we have at least 1 member of staff for every 5 children

• For children aged 3 and over:

o We have at least 1 member of staff for every 13 children

o At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002

o 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

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

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 Toothbrushing

We promote good oral health, as well as good health in general, in the early years by talking to children about:

• The effects of eating too many sweet things

• The importance of brushing your teeth

We intend to liaise with the Whittington Health NHS Trust to introduce a regular 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 here on 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 or highchair 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

  o We will also keep this information up to date and share it with all staff

• 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.

8.8 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:

  o Accident or injury sustained by the child

  o 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.

8.9 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.

8.10 Toileting and Privacy

We make sure that there are:

  o Enough toilets and hand basins available for the children
  o Suitable and hygienic nappy changing facilities
  o An adequate supply of necessary items such as clean bedding, towels and spare clothes
  o Separate toilet facilities for adults

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

9. Monitoring Arrangements

This policy will be reviewed and approved by the Chair of the Interim Executive Board (IEB) every year.
At every review, the policy will be shared with the IEB.

Appendix 1 – List of Statutory Policies and Procedures for the EYFS

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see our website.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding policy
Procedure for responding to illness	See Health and Safety policy
Administering medicines policy	See Supporting Pupils with Medical Conditions policy
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding policy
Procedures for a parent/carer failing to collect a child and for missing children	See Child Protection and Safeguarding policy
Procedure for dealing with concerns and complaints	See Complaints policy