

Waltham Leas Primary Academy



EYFS Policy

Approved by: J Thompson

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In our EYFS, we create a warm, inclusive environment where every child feels they **belong**, their voice is valued, and they are safe, nurtured, and celebrated as individuals.

We work in close partnership with families to **empower** children to become confident, resilient, and curious learners who embrace challenge, show kindness, and develop independence from the very start of their learning journey. Through high-quality teaching, purposeful play, and rich learning experiences, we enable every child to **grow** academically, socially, and emotionally, building strong foundations to thrive now and in the future.

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

Our Early Years Foundation Stage (EYFS) consists of a two-form entry Reception provision. Each Reception class can accommodate up to 30 children, ensuring that class sizes remain in line with statutory guidance and allow for high-quality teaching and learning.

Each class is staffed by two members of staff: a qualified class teacher and an Early Years Practitioner. This staffing structure ensures that children receive appropriate levels of support, care, and supervision throughout the school day, while also enabling high-quality interactions, targeted support, and effective assessment.

The Reception classrooms are well-resourced, purpose-built learning environments that support both child-initiated and adult-led learning. Each classroom has direct access to a large, secure outdoor learning area, which is used daily to extend learning opportunities and promote physical development, exploration, and independence. The indoor and outdoor environments are planned and organised to provide a balance of continuous provision and focused learning experiences, supporting all areas of the EYFS curriculum.

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:

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- 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.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. Any additional support is documented on the EYFS provision map which is reviewed every half term.

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

In Reception, we recognise that high-quality teaching is fundamental to securing strong foundations for all children. Our teaching is guided by the Early Years Foundation Stage Statutory Framework and informed by the *Strong Foundations in the First Years of School* guidance, ensuring that children receive a well-sequenced, ambitious, and developmentally appropriate curriculum from the very start of their school journey.

We place a strong emphasis on high-quality first teaching, with adults carefully modelling, explaining, questioning, and interacting to move learning forward. Teaching is delivered through a balance of purposeful play, structured adult-led sessions, and carefully planned continuous provision, ensuring that children are actively engaged and motivated to learn. Staff use their strong knowledge of child development and the Early Learning Goals to plan experiences that build progressively on what children know and can do.

Phonics is a key focus in our EYFS provision. We deliver daily high-quality phonics sessions, using a

structured, systematic approach to develop early reading and writing skills. Phonics teaching is supported by strategic assessment, which informs timely interventions for children who need additional support. We actively encourage parents to work in partnership with us, providing guidance and resources so that learning can be reinforced at home, ensuring children make strong progress in reading and literacy.

Our teaching takes account of the needs, interests, and starting points of all children, and is designed to support them to achieve the Early Learning Goals and become confident, independent learners who are ready for the transition into Year One. We focus not only on academic development, but also on children's personal, social, emotional, and physical development, recognising these as essential foundations for future success.

5. Assessment

5.1 RBA and EYFS Profile

At Waltham Leas Primary Academy 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.

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Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA).

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 EYFS profile (but not the reception baseline assessment) with their parents and/or carers as part of their end of year report.

The profile is moderated internally and Writing is moderated in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

5.2 Other Assessments

In Reception, we use a range of assessment strategies to ensure all children's learning and development is carefully monitored. We carry out our own baseline assessments within the first four weeks of the children starting school to establish starting points and plan targeted support. Children's reading of the 100 high-frequency words is assessed termly, while their mathematical understanding is regularly monitored through ongoing observations and formative assessments. Phonics learning is strategically assessed to identify gaps and inform timely interventions. Assessment information is used to plan next steps, support individual progress, and ensure children are on track to achieve the Early Learning Goals and be ready for Year One.

In addition, WellComm assessments are carried out each term and Readiness to Learn assessments are carried out in the first term and again in the summer.

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.

Parents and/or carers are invited into school twice a year to discuss their children's progress and development with the class teacher.

Tapestry and Class Dojo are used to communicate with parents.

We invite parents and/or carers and other family members to come into class as a 'secret reader' on a weekly basis.

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

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- 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

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.

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.

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 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:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

8.2 Paediatric first aid (PFA)

We have at least 2 people 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.

8.3 The designated safeguarding lead (DSL)

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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

8.4 Absence

We're required to promptly follow up on absences.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

8.5 Oral health

We recognise the importance of good oral health for children's overall wellbeing. In Reception, children are taught about oral hygiene each year in an age-appropriate way, including the importance of brushing teeth and visiting the dentist. Oral health education is supported through the curriculum and reinforced through healthy eating messages. Children are provided with whole fruit or vegetables at snack time and are only given water or milk to drink. Information and guidance are shared with parents to help promote good oral health habits at home and school.

8.6 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.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

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.

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

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.

8.7 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.

8.8 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. **8.9 Toileting and privacy**

We make sure that there are:

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

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

Intimate care plans are written for any children who regularly require nappy changes in Reception.