Outwoods Edge
Primary School

Every Child. Every Day. Every Future.

EYFS Policy

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Date	Version Number	By	Changes Made
Feb 2023	V1	Ellie Wilkins – EYFS Lead	
June 2026	V2	Matthew Peet – HT Vicki Peacock – EYFS Lead	Updated into new format Statutory framework: EYFS statutory framework for group and school-based providers, effective 1 September 2025

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Contents

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1. Aims and intent 3
2. Legislation and statutory framework 3
3. Structure of the EYFS at Outwoods Edge 3
4. Overarching principles 4
5. Curriculum: learning and development 4
   5.1 Prime and specific areas 4
   5.2 Educational programmes 4
6. Planning, teaching and enabling environments 5
7. Inclusion, equality, SEND and EAL 5
8. Assessment, recording and transition 6
   8.1 Ongoing assessment 6
   8.2 Reception Baseline Assessment 6
   8.3 Early Years Foundation Stage Profile 6
9. Partnership with parents and carers 6
10. Safeguarding and welfare requirements 6
11. Health, medicines, food and safer eating 7
12. Staffing, suitability, training and ratios 7
13. Behaviour, attendance and child absence 8
14. Monitoring, governance and review 8
Appendix 1: EYFS statutory compliance checklist 9

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1. Aims and intent

At Outwoods Edge Primary School, our Early Years provision reflects our commitment to Every Child. Every Day. Every Future. We want every child to feel safe, known, included and ready to learn, so that they develop strong foundations for future success in school and life.

This policy aims to ensure:

- children access a broad, balanced and ambitious curriculum across all seven areas of learning and development;
- quality and consistency in teaching and learning so that every child makes progress from their starting points;
- a secure foundation through responsive planning, regular assessment and close attention to children's individual needs;
- strong partnership working between practitioners, parents and carers;
- equality of opportunity, anti-discriminatory practice and effective inclusion for all children, including children with SEND and children who speak English as an additional language;
- children are healthy, safe and well cared for through effective safeguarding and welfare arrangements.

2. Legislation and statutory framework

This policy is based on the Early Years Foundation Stage statutory framework for group and school-based providers, dated 14 July 2025 and effective from 1 September 2025. It replaces references in the previous policy to the 2021 framework.

The learning and development requirements and assessment arrangements are given legal force by the Early Years Foundation Stage (Learning and Development Requirements) Order 2007, made under section 39(1)(a) of the Childcare Act 2006. The safeguarding and welfare requirements are given legal force by the Early Years Foundation Stage (Welfare Requirements) Regulations 2012, made under section 39(1)(b) of the Childcare Act 2006.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Attendance Policy, SEND Policy, Behaviour Policy, Health and Safety Policy, Supporting Pupils with Medical Conditions Policy, Intimate Care Policy, Educational Visits Policy, Online Safety Policy, Whistleblowing Policy, Safer Recruitment procedures and Data Protection arrangements.

3. Structure of the EYFS at Outwoods Edge

The school provides Reception class provision for children in the academic year in which they turn five. Our EYFS classes follow the same school-day structure as the rest of the school. Children should be ready to come into their classrooms at 8.45am and should be collected at 3.15pm, unless alternative arrangements have been agreed with the school.

Where before-school, after-school or holiday provision is offered for Reception-aged children or younger children, all safeguarding and welfare requirements set out in Section 3 of the EYFS framework apply. Where provision is exclusively for children who normally attend Reception or older during the school day, the statutory learning and development and assessment requirements do not apply to that wraparound provision, although staff will continue to support children's needs through communication with parents, carers and school staff as appropriate.

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4. Overarching principles

Our practice is shaped by the four EYFS principles:

- every child is a unique child, constantly learning and capable of being resilient, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments with teaching and support from adults who respond to their interests and needs and help them build their learning over time;
- children develop and learn at different rates, and the EYFS covers the education and care of all children, including children with special educational needs and disabilities.

5. Curriculum: learning and development

Our EYFS curriculum follows the statutory educational programmes. It is designed to help children build knowledge, skills and attitudes across seven interconnected areas of learning and development.

5.1 Prime and specific areas

The three prime areas are particularly important for learning and forming relationships. They build the foundation for children to thrive and provide the basis for learning in all areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The four specific areas strengthen and develop the prime areas and ignite children's curiosity and enthusiasm:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

5.2 Educational programmes

Area	How this is reflected in our provision
Communication and Language	We provide a language-rich environment with high-quality interactions, back-and-forth conversations, storytelling, role play, songs, rhymes, poems, non-fiction and purposeful introduction of new vocabulary.
Personal, Social and Emotional Development	We build strong, warm and supportive relationships. Children learn to understand feelings, manage emotions, develop confidence, form friendships, cooperate, take turns, resolve conflict peacefully and manage personal needs with increasing independence.
Physical Development	We provide repeated and varied opportunities for gross and fine motor development, including outdoor play, movement, balance, coordination, strength, spatial awareness, small tools, mark-making, arts, crafts and practical self-care.
Literacy	We promote a love of reading through stories, non-fiction, rhymes and poems. Children develop language comprehension and word reading through systematic phonics, and writing through transcription, handwriting and composition.

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Mathematics	We develop a strong grounding in number, including counting, subitising, composition of numbers to 10, number bonds, patterns, comparison, spatial reasoning, shape, space and measures, using manipulatives and mathematical language.
Understanding the World	We widen children's knowledge of their physical world and community through personal experiences, stories, non-fiction, visitors, local exploration, maps, the natural world, cultures, communities, technology and ecological awareness.
Expressive Arts and Design	We provide regular opportunities for children to engage with the arts, explore media and materials, develop creativity, use props, perform songs and rhymes, respond to music and express themselves imaginatively.

6. Planning, teaching and enabling environments

Staff plan activities and experiences that enable children to learn effectively. Planning takes account of each child's needs, interests, prior knowledge and stage of development. Staff use this information to plan challenging and enjoyable experiences across all areas of learning and development.

Our provision combines planned, purposeful play, high-quality continuous provision, adult-led teaching, adult-guided learning and child-initiated activity. Practitioners decide what they want children to learn and the most effective ways to teach it. Staff respond to children's emerging needs and interests through warm, positive interactions and secure routines.

As children move through Reception, the balance gradually shifts towards a greater focus on teaching essential skills and knowledge in the specific areas of learning, helping children prepare for Key Stage 1 while preserving the central role of play and exploration.

In planning and guiding children's learning, staff reflect on the characteristics of effective teaching and learning:

- Playing and exploring - children investigate, experience things and have a go;
- Active learning - children concentrate, keep trying when they encounter difficulties and enjoy achievements;
- Creating and thinking critically - children develop ideas, make links and choose strategies for doing things.

7. Inclusion, equality, SEND and EAL

Every child is included and supported through equality of opportunity and anti-discriminatory practice. The school complies with its duties under the Equality Act 2010 and ensures fair and equal treatment of children, families and practitioners.

Practitioners are ambitious for all children. If staff are concerned about a child's progress in any prime area, they will discuss this with parents and/or carers and agree how the child will be supported. Staff will consider whether the child may have a special educational need or disability requiring additional or specialist support and will involve the SENDCO and relevant external agencies where appropriate.

For children whose home language is not English, staff value and encourage the use of home language in play and learning. Children are given sufficient opportunities to learn and reach a good standard in English during the EYFS. When assessing communication, language and literacy, staff assess children's skills in English and, where needed, explore the child's home-language skills with parents and/or carers to establish whether there is cause for concern about language delay.

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8. Assessment, recording and transition

Assessment is an integral part of learning and development. It helps practitioners and parents/carers recognise children's progress, understand their needs and plan activities and support.

Assessment should not involve long breaks from interaction with children or excessive paperwork. Staff draw on their knowledge of each child and their professional judgement. There is no requirement to prove judgements through the collection of physical evidence.

8.1 Ongoing assessment

Ongoing formative assessment happens through day-to-day interactions, observations, discussion and professional judgement. Staff use what they know about children's interests, knowledge, skills and needs to shape future teaching and learning. Observations shared by parents and carers are valued and used to inform provision.

8.2 Reception Baseline Assessment

Within the first six weeks in which a child starts Reception, staff administer the Reception Baseline Assessment in line with the statutory arrangements set out in the EYFS framework.

8.3 Early Years Foundation Stage Profile

In the final term of Reception, and no later than 30 June, staff complete the EYFS Profile for each child, unless exceptional statutory arrangements apply. Children are assessed against the 17 Early Learning Goals as either meeting expected levels of development or not yet reaching expected levels, referred to as emerging.

The Profile reflects the teacher's knowledge and professional judgement. Results are shared with parents and/or carers and reported to the local authority as required. Reasonable adjustments are made to the assessment process for children with SEND. Year 1 teachers are given a copy of the Profile report, and EYFS and Year 1 staff use the information to support transition, continuity and planning for next steps.

9. Partnership with parents and carers

We recognise that children learn and develop well when there is a strong partnership between practitioners, parents and carers. We aim to build relationships with families before children start school and sustain regular communication throughout the year.

Parents and carers are kept up to date with their child's progress and development through informal conversations, parent meetings, reports and school communication systems. Staff address learning and development needs in partnership with parents and carers and, where appropriate, relevant professionals.

Parents and carers are expected to share relevant information about their child's development, health, dietary needs, allergies, medical requirements, attendance and welfare so that the school can meet each child's needs safely and effectively.

10. Safeguarding and welfare requirements

The school takes all necessary steps to keep children safe and well. The school's Safeguarding and Child Protection Policy applies to EYFS and includes arrangements for reporting concerns about a child, allegations against adults, online safety, use of mobile phones and cameras, safer recruitment, staff training and liaison with local statutory children's services and safeguarding partners.

The Designated Safeguarding Lead takes lead responsibility for safeguarding children. All practitioners must be alert to issues of concern in a child's life at home or elsewhere and must follow the school's safeguarding procedures without delay.

Where there are concerns about a child's safety or welfare, the school will act in line with local safeguarding procedures, including contacting children's social care and, in emergencies, the police. The school has

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regard to Keeping Children Safe in Education, Working Together to Safeguard Children and the Prevent duty guidance.

All staff, students and volunteers are made aware of the school's whistleblowing procedures. Concerns about poor or unsafe practice are taken seriously by the senior leadership team.

11. Health, medicines, food and safer eating

The school promotes the good health, including oral health, of children in the EYFS. The school follows procedures for illness, infection control, first aid, accidents and medical needs.

Medicines are administered only in line with the school's procedures. Written parental permission is required for the administration of medicine. A written record is kept each time medicine is administered and parents/carers are informed on the same day or as soon as reasonably practicable. Staff receive training where the administration of medicine requires medical or technical knowledge.

Where children are provided with meals, snacks and drinks, these are healthy, balanced and nutritious. Fresh drinking water is always available and accessible. Information about dietary requirements, preferences, allergies, intolerances and special health requirements is obtained before admission and kept up to date.

Allergy information and action plans are shared with relevant staff. Staff are alert to the symptoms and treatment of allergies and anaphylaxis, understand the difference between allergies and intolerances, and understand that children can develop allergies at any time.

During eating, children are always within sight and hearing of a member of staff. Food is prepared and presented in ways that reduce choking risk. At least one member of staff with a valid full paediatric first aid certificate is present in the room while children are eating. Any choking incident requiring intervention is recorded and parents/carers are informed.

12. Staffing, suitability, training and ratios

The school ensures that adults working with children are suitable, appropriately checked, trained and supported. Safer recruitment procedures, identity checks, qualification checks, references, enhanced DBS checks, barred list checks where appropriate and overseas checks where required are completed and recorded.

Staff are expected to disclose any convictions, cautions, court orders, reprimands or warnings that may affect their suitability to work with children. Adults whose suitability has not been checked are not allowed unsupervised contact with children.

All practitioners receive safeguarding training in line with statutory requirements and are supported to put safeguarding policy and procedures into practice. Safeguarding training is renewed at least every two years, with updates and refreshers provided as needed. Staff receive supervision, support and training appropriate to their roles.

EYFS staffing ratios are maintained in line with the statutory framework and school organisation. Children are usually taught by a qualified teacher. When determining staffing, leaders consider the age, needs and vulnerability of children, the type of activity, the premises and the need to ensure children's safety and welfare. Students, apprentices and volunteers are counted in ratios only where statutory criteria are met and leaders are satisfied they are suitable, competent and responsible.

Each child has access to adults who know them well. Key-person principles are used so children build secure relationships with practitioners who understand their individual needs and support their learning, confidence and well-being.

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13. Behaviour, attendance and child absence

Children are supported to understand expectations, routines and relationships through the school's values of honesty, integrity, responsibility, respect and kindness. Adults model positive behaviour, support self-regulation, help children resolve conflict peacefully and ensure behaviour is understood within the context of children's development, communication and emotional needs.

The school follows its Attendance Policy and expects parents/carers to report absence promptly. EYFS staff follow up absences in a timely manner. If a child is absent without notification, or for a prolonged period, staff attempt to contact parents/carers and emergency contacts. Patterns, trends, vulnerabilities and home circumstances are considered. Where there are concerns about a child's safety or welfare, the school follows safeguarding procedures, including referral to children's social care and/or requesting a police welfare check where appropriate.

14. Monitoring, governance and review

The Headteacher, EYFS Lead and senior leaders monitor the effectiveness of EYFS provision through curriculum review, learning walks, lesson visits, assessment information, pupil voice, discussions with staff, moderation, safeguarding checks and engagement with parents and carers.

This policy will be reviewed at least every two years, or sooner if statutory guidance changes.

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Appendix 1: EYFS statutory compliance checklist

Area	Expectation	School evidence / notes
Learning and development	Seven areas of learning and development are planned and taught through the educational programmes.	To be reviewed through monitoring and policy schedule.
Approaches to teaching	Provision includes play, adult modelling, adult-guided learning, child-initiated activity, warm interactions and secure routines.	To be reviewed through monitoring and policy schedule.
Characteristics of effective teaching and learning	Planning reflects playing and exploring, active learning, and creating and thinking critically.	To be reviewed through monitoring and policy schedule.
Assessment	RBA, ongoing assessment and EYFS Profile arrangements are in place; assessment is proportionate and does not require excessive evidence collection.	To be reviewed through monitoring and policy schedule.
Parents and carers	Parents/carers are kept informed and involved in learning, development, health, dietary and welfare matters.	To be reviewed through monitoring and policy schedule.
SEND and EAL	Concerns are discussed with parents/carers; SENDCO and external support are involved where needed; home language is valued.	To be reviewed through monitoring and policy schedule.
Safeguarding	DSL arrangements, safeguarding procedures, allegations, mobile/camera use, online safety and whistleblowing arrangements are in place.	To be reviewed through monitoring and policy schedule.
Attendance and absence	Absence reporting expectations are clear; unexplained or prolonged absence is followed up and escalated where welfare concerns arise.	To be reviewed through monitoring and policy schedule.
Suitable people	Recruitment, DBS, barred list, qualification, reference and suitability checks are completed and recorded.	To be reviewed through monitoring and policy schedule.
Training and supervision	Practitioners receive safeguarding training, role-specific training, supervision and support.	To be reviewed through monitoring and policy schedule.
Paediatric first aid	PFA requirements are met, including safer eating supervision by a PFA-trained member of staff.	To be reviewed through monitoring and policy schedule.
Health and medicines	Illness, infection control, medical needs, administration of medicines and records are managed through school procedures.	To be reviewed through monitoring and policy schedule.
Food, allergies and safer eating	Food is healthy and safe; allergy and dietary information is gathered, shared and kept current; choking risks are reduced.	To be reviewed through monitoring and policy schedule.
Premises and safety	Premises, environment, equipment, risk assessments and records are managed through school health and safety procedures.	To be reviewed through monitoring and policy schedule.
Information and records	Required information and records are maintained in line with statutory and data protection requirements.	To be reviewed through monitoring and policy schedule.

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