



NERROLS

# Nerrols Primary School and Nursery

## Early Years Foundation Stage (EYFS) Policy

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|---------------------------------------|---------------------------|
| <b>Lead reviewer</b>                  | Headteacher               |
| <b>Approving board/<br/>committee</b> | The Local Governing Board |
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**Signed (Headteacher)**

**Signed (Chair of  
Governors)**

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## Statement of intent

At Nerrols Primary School and Nursery, we recognise and value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy, we strive to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents and/or carers, based on mutual respect and a commitment to doing the very best to support all children.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## 1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE 'Early years foundation stage statutory framework'
- DfE 'Early years foundation stage profile: 2024 handbook'
- DfE 'Keeping children safe in education (KCSIE) 2025'
- DfE 'Working Together to Safeguard Children 2023'

This policy operates in conjunction with the following school policies:

- Early Years Teaching, Learning and Assessment Policy
- Early Years Food Policy
- Safeguarding and Child Protection Policy
- Pupil Images Policy
- Allegations of Abuse Against Staff Policy
- Complaints Policy and Procedure
- Equality and Diversity Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Administering Medication Policy
- Health and Safety Policy
- Code of Conduct for Staff and Volunteers
- Safer Recruitment Policy
- Data Protection including Freedom of Information Policy
- Early Years Transition Policy

## 2. Roles and responsibilities

The Huish Board of Directors and Local Governing Board of Nerrols Primary School and Nursery will be responsible for:

- Ensuring we have clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its children, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the '[Early years foundation stage \(EYFS\) statutory framework](#)' in line with statutory requirements.

The Headteacher will be responsible for:

- Acting in accordance with the '[Headteachers' standards](#)' and the expectations of our community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed. In particular as set out in Annex B of the EYFS framework for group and school-based providers.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The Lead Reception Class Teacher and Nursery Manager will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up to date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of our school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.

The Nursery Key Worker or Reception class teacher(s) will be responsible for:

- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents.
- Helping families with more specialist support, where required.
- Helping children become familiar with our school and acting as a point of contact for children and their parents.

All Early Years staff will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
  - The DfE's current 'Early years foundation stage (EYFS) statutory framework' and the requirements therein.
  - The DfE's current '[Early years foundation stage profile handbook](#)'
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

### 3. Learning and development

In partnership with parents, we will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.

#### Curriculum planning

Provision and practice within the early years will be centred around the requirements of the DfE's 'Early years foundation stage statutory framework'. The EYFS framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas'.

**Prime areas** are defined as the areas that are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide a basis for learning in all areas. The prime areas are:

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

**Specific areas** are defined as the areas through which help strengthen and develop the three prime areas and ignite children's curiosity and enthusiasm. The specific areas are:

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

We will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

When planning the early years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children's interests, adapting and responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and/or carer and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support, in consultation with the SENDCo.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Key Stage 1.
- If a child does not have a strong grasp of English language, staff will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

When organising and implementing educational programmes, we will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate and keep trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Each child will be assigned a key person who will help to ensure their learning and care is tailored to meet their individual needs.

## **4. Assessment**

Assessment plays an important part in helping us to recognise children's progress, understand their needs, plan activities, and assess the need for support. In line with the statutory framework, we will undertake a summative assessment of each child's development at certain stages. These are:

- Progress check at age two – a short, written summary of children's development in the prime areas. The summary will highlight areas in which a child is progressing well, any areas where additional support may be needed such as where there may be a developmental delay and describe the activities and strategies that will be adopted to address any issues or concerns.
- Reception Baseline Assessment (RBA) – a short assessment which is taken within the first six weeks of a child starting Reception. The requirements of the RBA are set out in Annex B of the EYFS statutory framework.

- The Early Years Foundation Stage Profile (EYFSP) – a comprehensive assessment completed in the final academic year in which the child reaches age five, and no later than the 30 June, to provide a well-rounded picture of a child’s knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. The EYFS profile will be shared with the child’s Year 1 teacher, to help inform a discussion between the reception and Year 1 teachers about each child’s stage of development and learning needs. It will also assist with the planning of activities in Year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child.

Parents and/or carers will be kept up to date with their child’s progress and development, and our EYFS staff will address any learning and development needs in partnership with parents. We will share the results of each child’s progress check at age 2 and their EYFS profile (but not the reception baseline assessment) with parents and/or carers.

We will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in the assessment processes to provide a well-rounded picture of their development and attainment.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might remain in EYFS provision beyond the end of the academic year in which they reach age 5. In these exceptional cases, assessments are continued throughout the child’s time within EYFS provision and the profile will be completed once, at the end of the year before the child moves into Year 1.

When undertaking assessment activities, all staff members will have due regard to our Teaching, Learning and Assessment Policy, any advice from the LA, and the ‘Early Years Foundation Stage Profile Handbook’ and the ‘Assessment and Reporting Arrangements’ (ARA) for that year.

We must report EYFS Profile results to local authorities, upon their request.

## **5. Inclusion**

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by our SENDCo.



## **6. The learning environment**

We recognise that the physical and emotional environment play an important role in supporting, enabling, and extending children's learning and development.

We will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

Throughout each day, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including Role Play, Small World, Books and Stories, Construction, Creative, Malleable and Fine and Gross Motor.

Our staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

## **7. Staffing**

### **Qualifications, ratios, training, support, and skills**

We will ensure that:

- We follow our legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. All training on safeguarding will be renewed every two years.
- All staff are trained to:
  - Understand our safeguarding policy and procedures.
  - Ensure they have up to date knowledge of safeguarding issues.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- PFA training is renewed every three years and is relevant for people caring for young children.

- All staff who have obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3.
- It displays, or makes available to parents, staff PFA certificates or a list of staff who have a current PFA certificate.
- Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate.
- All newly qualified entrants to the early years workforce who have completed a level 2 or level 3 qualification on or after 30 June 2016, have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios. We will organise PFA training to be renewed every three years.
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.
- All members of staff have regular opportunities to discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns, identify solutions to address issues and receive coaching to improve their effectiveness.

### **Staff: child ratios**

We are aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. We will continue to monitor the ratios and ensure that:

- Managers appointed on or after 4 January 2024 have already achieved a suitable level 2 qualification in maths, or will do so within two years of starting in the position. This will also apply to existing managers moving to a new managerial role.
- There is a named deputy who is capable and qualified to take charge in the managers absence.
- At least half of the staff hold at least an approved level 2 qualification.
- To count within the ratios at level 3, staff holding an Early Years Educator qualification will also have achieved a suitable level 2 qualification in English.
- The Nursery Manager holds an approved level 3 qualification or above and should have at least two years' experience of working in an early years setting or other suitable experience.
- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and will decide how to deploy staff to ensure children's needs are met.
- They inform parents about staff deployment, and, when relevant and practical, aim to involve them in these decisions.
- Children are always within sight **and** hearing of staff, especially whilst eating.
- Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over, may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

We will adopt the following staffing ratios:

### **For children aged two:**

- There will be one member of staff for every five children.
- At least one staff member will hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 attaining experienced-based role status.
- At least half of the other staff members will hold an approved level 2 qualification.

**For children aged three and over:**

- In registered early years provision where a staff member with Qualified Teacher Status (QTS), Early Years Professional Status, Early Years Teacher Status is working directly with the children, there will be:
  - One member of staff for every 13 children.
  - At least one other member of staff will hold an approved level 3 qualification.
- In registered early years provision where a staff member with QTS, Early Years Professional Status, Early Years Teacher Status, is not working directly with the children, there will be:
  - One member of staff for every eight children.
  - At least one other member of staff will hold an approved level 3 qualification.
  - At least half of all other staff holding an approved level 2 qualification.

For children in Reception classes in maintained schools and academies:

- Class sizes will be limited to 30 children per teacher, as per infant class size legislation.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

**Key person**

Each child will be assigned a key person whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents and/or carers.
- Help families engage with more specialist support if appropriate.

We will inform parents of whom their child's key person is and will explain the role of the key person.

**8. Safety and suitability of premises, environment and equipment****Premises and equipment**

We will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework.
- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Frequently check on sleeping children to ensure they are safe. Being safe includes ensuring that cots and bedding are in good condition and suited to the age of the child, and that babies are placed down to sleep safely in line with the latest government safety guidance.
- Ensure there are an adequate number of toilets and hand basins available.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies.

- Ensure there is an adequate supply of clean bedding, towels, spare clothes, and any other necessary items.
- Ensure there is an area where staff may talk to parents confidentially.
- Ensure there is an area where staff can take breaks away from areas being used by children.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.

## **9. Parental involvement**

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents will be invited to Parents' Evenings in the Autumn and Spring Terms, however we also have an open-door policy, and parents are welcome to talk to staff at the start and end of each day. If needs be, a quieter area will be utilised for confidential discussions between staff and parents.

## **10. Monitoring and review**

This policy will be reviewed annually by the Local Governing Board and the Headteacher, and any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is January 2027.