

Early Years Foundation Stage Policy



September 2025

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad 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
- Close partnership working between practitioners and with 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 [EYFS Framework for Schools September 2025](#)

3. Early Years at Sutton-on-the Forest Primary School

Early Years at Sutton on the Forest Primary School is fun, exciting and inspires our youngest learners. We firmly believe that children learn best through an inquisitive and explorative approach: play is how they learn best. Play is serious work for our children – they challenge themselves, problem solve, work together, communicate, negotiate, develop an inquiring mind, express their ideas, imagine and most importantly laugh!

Following the children's interests and their play means that every day is an adventure; one which evolves over time! As the children are in charge of their learning they are intrinsically motivated and show high levels of involvement. They are excited to come in to school and equally as excited to share their learning at home!



4. Curriculum

Our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2025. We offer a broad and

balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education and develop the whole child.

1. Children are individually supported in their learning journey by experienced and understanding adults who understand how to extend their learning opportunities through interaction and provision.
2. Our planning revolves around and focuses on the children's needs, interests and stages of development.
3. We understand that learning should be holistic; each of the 17 areas of learning cannot be taught in isolation and we seek to provide opportunities for children to make links in their learning and understanding.
4. New concepts are presented in a context the children understand to develop their learning and move them forwards.
5. Children are encouraged to reflect upon their learning and participate in planning the next steps in their journey.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and 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

The prime areas are strengthened and applied through 4 specific areas:

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

These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.

5. Assessment

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting Expected Levels of Development or Not Yet Reaching Expected Levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. These are completed on Tapestry. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also consider observations shared by parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept 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.

7. Safeguarding and welfare procedures

Our Child Protection Policy 2025-2026 provides in-depth information about safeguarding at Sutton on the Forest CE Primary School. In line with the EYFS Statutory Framework (September 2025), our safeguarding and welfare procedures also include the following:

Safer Recruitment and Suitability

We are committed to ensuring that only suitable individuals are recruited. This includes:

- References: Obtaining and verifying at least one written reference for all new staff members (including students and volunteers) before they begin employment or deployment, especially from their most recent employer/education provider.
- We record information about staff qualifications, identity checks, and vetting processes.

Whistleblowing

We maintain clear and appropriate whistleblowing procedures for all staff (including students and volunteers). These procedures clearly outline:

- When and how to report concerns about poor or unsafe practice.
- The process that will be followed after a concern is reported.

Child Absences and Emergency Contacts

- Attendance Policy: We have a clear policy to follow up on any unexplained or prolonged absences in a timely manner. We will attempt to contact the child's parents/carers and alternative emergency contacts if a child is absent without notification. We consider patterns and trends in absences as a potential safeguarding concern.
- Emergency Contacts: We ensure that we hold at least two up-to-date emergency contact numbers for every child.

Health and Safer Eating Practices

- Health: We promote good oral health, as well as good health in general, in the early years through our curriculum.
- Safe Eating Practices: To minimise choking risks, a named adult must be present and seated within sight and hearing range of the children during all mealtimes and snack times.
 - Before admission, we obtain information about any special dietary requirements, food allergies, and intolerances. This information is shared with all relevant staff, and allergy

action plans are developed in discussion with parents/carers.

- We record details of any choking incidents that require intervention. These records are reviewed periodically to identify any trends or common features that could be addressed to reduce risk.

Paediatric First Aid (PFA) and Training

- Paediatric First Aid: Our staff in early years settings have completed PFA training before being included in staff-to-child ratios. This requirement includes all early years students and trainees if they are to be counted in ratios at the level below their level of study.
- Safeguarding Training: Our policy includes detail of how safeguarding training is delivered and how practitioners are supported to put this training into practice during their daily work with children.

Intimate Care and Toileting

- Privacy and Dignity: We ensure that children's privacy and dignity are considered and balanced with safeguarding and support needs when changing nappies and assisting with toileting.

Internet Safety

- Internet Safety: We teach internet safety across our EYFS in age-appropriate ways.