



Pendle Education Trust



Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	Early Years Foundation Stage
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Aims



This policy reflects our commitment to providing high-quality Early Years education and care, underpinned by the principles of the **Early Years Foundation Stage (EYFS) Statutory Framework (2025)**. The EYFS framework brings together children's welfare, learning and development and is built upon four overarching principles:

- **Every child is a unique child** who is continually learning and has the capacity to be resilient, capable, confident and self-assured.
- **Children learn to be strong and independent through positive relationships**, which provide the secure foundation needed for their development and wellbeing.
- **Children learn and develop well in enabling environments**, where experiences are tailored to their individual needs and where strong partnerships exist between practitioners, parents and carers.
- **Children develop and learn at different rates and in different ways**; therefore, our practice recognises and values the individuality of every child.

Through these principles, we aim to create a safe, inclusive and stimulating environment in which all children can thrive, achieve their potential and develop a lifelong love of learning.

Legislation

Our Early Years provision complies with the Early Years Foundation Stage Statutory Framework (2025), which sets the standards for the learning, development and care of children from birth to five years of age. The framework includes strengthened requirements designed to ensure children's safety, wellbeing and educational development.

In accordance with statutory requirements:

- All settings must have a Pediatric First Aid-trained member of staff present at all times, including during meals and outings, and maintain up-to-date certificates.
- Providers must implement safe eating practices, including allergy checks, supervision during meals, and food preparation to reduce choking risks, alongside following the statutory EYFS Nutrition Guidance.
- Safeguarding measures have been enhanced with stricter recruitment checks, whistleblowing procedures, and attendance monitoring.
- Planning must reflect the Characteristics of Effective Teaching and Learning, and Reception Baseline Assessments remain mandatory within the first six weeks.

These statutory requirements support our commitment to delivering high-quality early education and care, ensuring that every child is safe, supported and equipped with the foundations needed for future success.

Safeguarding

Safeguarding is at the heart of everything we do in the Early Years Foundation Stage. We are committed to providing a safe, secure and nurturing environment where children feel valued, protected and confident to learn. Promoting children's welfare is our highest priority, and all staff share responsibility for safeguarding and protecting children from harm.

To ensure the safety and wellbeing of all children, we:

- Provide regular safeguarding and child protection training for all staff, including updates throughout the year. The school's Designated Safeguarding Lead (DSL) is Mr Switzer (Assistant Principal), supported by a team of Deputy Designated Safeguarding Leads: Mr Sherwin, Mrs Akram, Mrs Laycock, Mrs Johnson, Miss Patel, Mr Cocket, Miss Murton and Mrs Nawaz.
- Follow the school's Safeguarding and Child Protection Policy and adhere to all statutory EYFS safeguarding and welfare requirements.
- Ensure the appropriate use of technology by prohibiting personal mobile phones and cameras during teaching hours. Only school-approved devices are used to record children's learning and achievements.



- Foster a culture where children feel safe, respected and confident to speak to trusted adults about any worries or concerns.
- Promote children's health and wellbeing through effective hygiene practices, infection control procedures and appropriate responses to illness.
- Maintain safe, secure and stimulating indoor and outdoor learning environments, with regular checks of furniture, equipment and resources.
- Implement robust recruitment and vetting procedures to ensure all adults working with children are suitable and appropriately qualified.
- Carry out regular risk assessments and take effective action to minimise potential hazards and ensure children's safety.
- Maintain accurate records, policies and procedures to support the safe and efficient management of the EYFS.
- Collect and update emergency contact, medical and pastoral information for every child to ensure individual needs are met and appropriate support can be provided when required.

Through these measures, we aim to create an environment in which every child feels safe and supported.

Curriculum

Our Foundation Stage curriculum is based on the Early Years Foundation Stage (EYFS) Statutory Framework (2025) and is carefully designed to provide a smooth and successful transition into Key Stage 1. It offers meaningful, relevant learning experiences that meet the needs of all children and support them in becoming confident, independent learners.

The curriculum reflects the EYFS principles, placing a strong emphasis on children's personal, social and emotional development, communication and language, and physical development as the foundations for future learning. Early literacy and mathematical development are embedded throughout the curriculum to ensure children develop the essential knowledge and skills needed for their next stage of education.

Our curriculum follows a topic-based approach, enriched through a carefully selected range of high-quality English texts. Planning is responsive to children's interests and experiences, ensuring that learning is engaging, purposeful and meaningful. Children are provided with opportunities across all seven areas of learning, with equal value placed on adult-led and child-initiated experiences, play-based learning and exploration.

A particular focus is placed on Oracy, which is promoted through language-rich environments, high-quality interactions and planned speaking and listening opportunities. We recognise the importance of developing children's vocabulary, communication skills and confidence in expressing themselves as key foundations for lifelong learning.

We are committed to promoting healthy lifestyles and children's overall wellbeing. This is achieved through the Supervised Toothbrushing Programme, the provision of healthy snacks and access to water throughout the day, self-care routines, and regular opportunities for both fine and gross motor development. Children also benefit from high-quality outdoor learning experiences and structured PE and myHappymind lessons, all of which support the EYFS requirements for health, self-care and physical development.

Areas of Learning

The EYFS curriculum is organised into **seven areas of learning and development**, comprising three prime areas and four specific areas.

Prime Areas

The **three prime areas** are fundamental to children's development and underpin all future learning.

Communication and Language

Children are provided with a language-rich environment that promotes speaking, listening and understanding.



Through high-quality interactions, storytelling, discussion and play, children develop confidence and competence in expressing themselves and communicating with others.

Physical Development

Children are encouraged to be active and develop their coordination, control and movement through a range of indoor and outdoor experiences. They are supported to understand the importance of physical activity, healthy eating and looking after their own wellbeing.

Personal, Social and Emotional Development

Children are supported to develop a positive sense of self, build secure relationships and learn to work and play cooperatively with others. They are encouraged to manage their emotions, develop resilience, show respect for others and grow in confidence and independence.

Specific Areas

The **four specific areas** build upon and strengthen the prime areas.

Literacy

Children develop early reading and writing skills through high-quality texts, phonics teaching and meaningful opportunities to communicate. A love of reading is fostered through exposure to a wide range of books, stories and language experiences.

Mathematics

Children develop a secure understanding of number, counting and numerical patterns, alongside opportunities to explore shape, space and measure through practical, hands-on experiences.

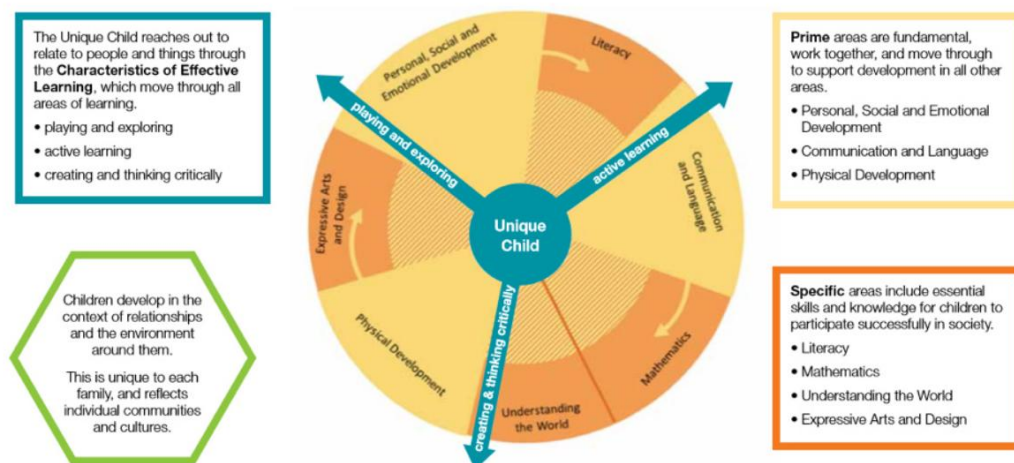
Understanding the World

Children make sense of their world by exploring people, places, communities, technology and the natural environment. They are encouraged to observe, question, investigate and develop an understanding of the diverse world around them.

Expressive Arts and Design

Children are given opportunities to explore, create and express their ideas through art, music, dance, role play, design and imaginative play, fostering creativity and self-expression.

Characteristics of Effective Learning



- **Playing and exploring** - children investigate and experience things, and 'have a go'.
- **Active learning** - children concentrate and keep on 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.

Assessment

The EYFS framework sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life (Early Years Foundation Stage Statutory Framework, September 2025).

Accurate assessment enables parents, carers and practitioners to identify children's progress, understand their needs, and to plan activities and support. Within the EYFS framework there are two types of assessment; summative and formative. Assessment is an integral part of teaching and learning in the Early Years Foundation Stage. It enables practitioners to understand children's progress, identify next steps and plan experiences that support continued development.

Assessment	Timings	Information
Reception Baseline Assessment (RBA)	First 6 weeks of Reception	Activity based and informs KS1 readiness
Sonar Assessment and Benchmark data drop	Every term	Activity based and informs characteristics of learning
EYFS Profile	By 30 June of Reception year	Judgement against 17 ELGs; shared with parents and LA

Reception Baseline Assessment (RBA)

Reception children complete the Statutory DfE Reception Baseline Assessment within their first 6 weeks. This short, activity-based assessment evaluates early language, communication, literacy, and mathematics skills using practical resources and paired touchscreen devices—or verbal responses where appropriate.

End of Reception

At the end of the EYFS, staff complete the EYFS profile for each child. Children are assessed against the 17 early learning goals, indicating whether they are: 1. Meeting expected levels of development 2. Not yet reaching expected levels ('emerging') The profile reflects ongoing observations and discussions with parents and/or carers and is shared with parents and/or carers for their child. It is also used as part of the transition conversations held with Year 1 teachers. The profile is moderated internally and in partnership with other local schools to ensure consistent assessment judgements. EYFS profile data is submitted to the Local Authority.

Reporting to parents

Parents receive an annual report that offers comments on their child's progress in each area of learning and a short commentary on their child's skills and abilities in relation to the three key characteristics of effective teaching and learning.



Working with parents and carers

We believe that parents and carers are a child's first and most important educators. Building strong, positive partnerships with families is essential in supporting children's learning, development and wellbeing.

We maintain an open and welcoming approach, encouraging regular communication between home and school. Parents and carers are kept informed about their child's learning and progress and are encouraged to share information about achievements and experiences outside of school.

To strengthen these partnerships, we offer:

- An open-door approach to discussing children's needs and progress.
- Stay and Play, Stay and Read and Stay and Count sessions.
- Parent workshops and information sessions.
- Formal parent meetings throughout the year.
- Opportunities to engage with and contribute to their child's learning journey.

Induction and Transition into Reception

We recognise the importance of a positive and well-planned transition into Reception. Our induction process is designed to help children and families feel confident, supported and ready for the start of school.

The process begins with an introductory meeting for parents and carers, providing an opportunity to meet staff, learn about school routines and establish strong home-school communication. Children and their families are then invited to attend Stay and Play sessions, enabling them to become familiar with the learning environment, meet their peers and begin building positive relationships with staff.

To ensure a smooth transition, Reception staff visit children in their nursery or pre-school settings and meet with their key workers to gather information about each child's learning, development and individual needs. This supports continuity of care and helps us plan effectively for every child.

Children typically begin Reception on a full-time basis from September. Where appropriate, and in consultation with parents and carers, a personalised and gradual transition may be implemented to support individual children's wellbeing and ensure they settle successfully into school life. This is considered on a case-by-case basis and always in the best interests of the child.

Transition to Key Stage 1

We recognise that a successful transition from Reception to Key Stage 1 is essential in maintaining children's confidence, wellbeing and enthusiasm for learning. We work closely with staff, children and families to ensure that the move is carefully planned and supports each child's individual needs.

The transition process begins with close collaboration between Reception and Key Stage 1 staff. Information relating to each child's academic progress, learning behaviours, friendships and pastoral needs is shared to ensure continuity and support a successful start in their new class.

Once class placements have been agreed, parents and carers are informed of their child's new teacher. Children are then provided with a range of opportunities to become familiar with their new classroom environment and teaching staff through planned transition visits and activities.

We recognise that some children may require additional support during this period. Where needed, personalised transition arrangements are put in place, including extra classroom visits and opportunities to spend time with their new teacher, helping children to develop confidence and feel secure ahead of September.



Supervision

In line with the EYFS Statutory Framework, effective supervision supports staff wellbeing, professional development and the delivery of high-quality provision. It provides opportunities for reflection, coaching, safeguarding discussions and continuous improvement, ensuring that children's welfare and development remain central to practice.

Supervision meetings provide staff with opportunities to:

- Discuss children's development, wellbeing and any safeguarding concerns.
- Reflect on practice and identify solutions to challenges.
- Receive support, guidance and coaching to improve effectiveness.
- Discuss workload, roles and responsibilities.
- Identify professional development and training needs.
- Explore career progression and performance targets.

Supervision Arrangements

Supervision meetings are scheduled regularly throughout the year and conducted in a professional, supportive and confidential environment. Meetings should:

- Be planned in advance and only rearranged in exceptional circumstances.
- Encourage open and constructive discussion.
- Provide opportunities for both the supervisor and supervisee to contribute.
- Include discussion of safeguarding, professional development and children's needs.
- Be accurately recorded and shared with the member of staff.

Supervision for the EYFS Lead is provided termly by LCC.

Staff can expect:

- Opportunities to share concerns, ideas and professional reflections.
- Appropriate support, guidance and coaching.
- Recognition of effective practice.
- Clear and constructive feedback.

Line managers can expect:

- Professional engagement and openness during discussions.
- A commitment to continuous improvement.
- Respect for management responsibilities and agreed actions.



Recording Supervision

A written record will be completed during each supervision meeting and signed by both parties. Copies will be retained securely and shared with the member of staff. To maintain confidentiality, children discussed during supervision will be referred to by initials only.

Appendix 1. List of statutory policies and procedures for the EYFS

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 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

