



Barnett Wood Infant School

Early Years Foundation Stage Policy

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Policy Impact Statement and Updates

Policy:	EYFS Policy
Date of review:	January 2026
Governor/s responsible:	Claire Brooke-Wilson / Guy Bailey
Status / date of next review:	Annual - January 2027
How well has the policy achieved its purpose and outcomes?	
<p>The policy sets clear standards for early years foundation stage to ensure that children learn and develop effectively. It promotes high-quality early education and care that supports children's well-being and development.</p> <p>The policy supports the development of the whole child, including their physical, emotional, social, and cognitive growth. It ensures the education provided in EYFS develops key skills such as communication, problem-solving, and social interaction.</p> <p>The EYFS Policy serves as a foundational framework for early childhood education, aiming to provide high-quality learning experiences that support the holistic development of young children. By focusing on individual needs, fostering positive relationships, and promoting school readiness, the policy seeks to ensure that all children have the best possible start in life.</p>	
Updates and/ or changes to policy:	
January 2026	Updated in line with the new EYFS Statutory framework September 2025 – changes highlighted in yellow
January 2025	Added section ' LEGISLATION ' with link to EYFS Framework 2024. Amended section ' Welfare ' to ' SAFEGUARDING AND WELFARE ' to include the adult:child ratios and requirements for Paediatric First Aid trained staff as outlined in the latest EYFS Framework.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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1. AIMS

At Barnett Wood Infant School, we believe that the experiences gained in the Early Years provide the essential foundation for all future learning. We recognise that early childhood education is important in itself and it is essential that we provide rich learning experiences in order to support the development of the whole child. We value the importance of the fundamental principles of early childhood education:

- care and education for children are complimentary and inseparable the starting point in children's education is what they know and can do already
- the adults and children in a child's life are of central importance
- the quality of all relationships is a major influence on a child's learning and development
- play is one of the most powerful medium for learning in the Early Years

We aim to:

- Provide all children with happy, safe, stimulating and exciting, learning environments.
- Enable children to develop their independence, confidence, skills, knowledge and understanding, through multisensory experiences.
- Provide an education that continues to develop their social, physical, intellectual, emotional and linguistic abilities.
- Establish a system in which children are integrated into school happily
- Ensure that children access a broad and balanced curriculum that is appropriate to the needs of all pupils and gives them a secure foundation for learning, development and good progress through school and life.
- Deliver quality and consistent in teaching and learning so that every child makes good progress and no child gets left behind.
- Establish a close working partnership between staff and parents and/or carers.
- Ensure every child is included and supported through equality of opportunity and anti-discriminatory practice.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, all children join us at the beginning of the school year in which they are five. We refer to it as Reception Class or Early Years. The EYFS is based upon four overarching principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

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

At Barnett Wood Infant School, our Early Years Foundation Stage (EYFS) provision is structured as a two-form entry, with each class accommodating up to 26 pupils. To support holistic development and personalised learning, children have the opportunity to free flow between both classes and the outdoor learning area throughout the day. Our EYFS cohort primarily consists of children aged 4 and 5 years old, ensuring a focused and age-appropriate learning environment.

4. CURRICULUM

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected. We link areas of learning through topics when appropriate, increasing children's motivation and enjoyment of learning by making it relevant and meaningful for them.

4.1 The Characteristics of Effective Learning

The Characteristics of Effective Learning in the EYFS framework are fundamental to how children engage with their learning and development. These characteristics include:

1. **Playing and Exploring (engagement)**– Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.
2. **Active Learning (motivation)**– Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.
3. **Creating and Thinking Critically (Thinking)** – Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

4.2 Areas of Learning

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:

- 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 our children's curiosity and enthusiasm.

The specific areas are:

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

All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for children to reach by the end of the EYFS.

The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any area gives cause for concern, staff will discuss this with the child's parents / carers and agree how to support the child. This may also include a discussion with the SENCo in order to access Special Educational Needs support.

4.3 Guiding Principles

4.3.1 A UNIQUE CHILD

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing times and rewards, to encourage children to develop a positive attitude to learning.

Inclusion and SEND

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children are treated fairly. All children and their families are valued within our school. We strive to give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Early Years we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;

- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Closely monitoring children's progress and taking action to provide support as necessary.
- We support children identified through our assessment and tracking processes and provide appropriate and targeted support for individuals or groups.
- Working with external professionals in how to support pupils with SEN based on their needs and targets in SSP's

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to safeguard the physical and psychological well-being of all our children. (see safeguarding policy)

4.3.2 POSITIVE RELATIONSHIPS

We know that children learn to be strong and independent from secure relationships; we aim to develop caring, respectful, professional relationships with the children and their families.

Working with Parents/Carers as Partners

We recognise that parents and/or carers are children's first and most enduring educators and we value the contribution they make. Children learn and develop when there's a strong partnership between our staff and each child's parents and/or carers. We identify the role that parents and/or carers have played, and their future role, in educating the children. We do this through:

- talking to parents and/or carers about their child before their child starts in our school;
- visiting children in their preschool setting or home setting if appropriate
- providing an extensive induction programme which encourages children, parents and staff to get to know each other
- inviting all parents and/or carers to an induction meeting during the summer term before their child starts school;
- Inviting parents to a 'Meet the teacher' session in the first couple of weeks of school to inform them of the EYFS curriculum and how they can support their child's learning at home;
- offering parents and/or carers regular opportunities to talk about their child's progress with our Reception team,
- Encouraging parents and/or carers to talk to the child's teacher if there are any concerns, at any time outside of formal meetings e.g. at pick up

There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of the school year;

- Meeting with parents to discuss any concerns we have about their child's progress if required before parent consultations. During this we share the support and additional interventions we are putting in place to support their child in achieving their full potential and share how they can support this further at home
- Arranging a range of activities throughout the year that encourage collaboration between

child, school and parents **including but not limited to**: Open mornings, Class assemblies, Sports Day

- Providing opportunities for parents to share their child's progress at home and comment on their learning in school through having a parent account on Tapestry.

All staff involved with the Early Years aim to develop strong, positive relationships with all children, interacting positively with them and taking time to listen to them.

We have strong links with all local Pre-schools, nurseries and day care providers. The teacher or headteacher meets with staff to discuss the new intake children and staff and children from preschool are invited to school events.

4.3.3. ENABLING ENVIRONMENTS

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before carefully planning challenging but achievable activities and experiences to extend the children's learning and interests, both indoors and outdoors.

The Learning Environment

The Early Years classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently, and freely flow between the rooms and outdoor classroom. There is an enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for learning in different ways and on different scales than when indoors.

It offers the children opportunities to explore and use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoor learning to enable development in all 7 areas of learning.

4.3.4. LEARNING AND DEVELOPMENT

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected. We link areas of learning through topics when appropriate, increasing children's motivation and enjoyment of learning by making it relevant and meaningful for them.

4.4 Induction to school

We provide a comprehensive induction program starting with the child in their present Preschool setting.

- Practitioners visit Pre School settings/ telephone settings for a transition meeting about each child.
- Learning Journeys and transition reports are shared between the settings or via parents.
- We will visit children at home if we feel it would be beneficial in getting to know the child before starting e.g. if they haven't been able to attend any of the induction sessions or they have a particular medical or educational need.
- We welcome parents into the classroom during the first half term for their child to be settled at an activity before leaving
- We communicate with parents to let them know that their child has settled if they left with

them being distressed. (usually a phone call) Once children are settled we ask them to say goodbye to their adult in the cloakroom where a member of the team is available for help or for any messages to be passed on

Staff are always available at the end of the day for any parent contact. Unless urgent, we ask parents to talk to staff after school.

4.4 Planning, Observation and Assessment

4.4.1 Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. The planning within the EYFS follows the Medium Term Plans, which are based around half termly themes. These plans are used by the teachers as a guide for weekly planning, however planning is flexible in response to the needs, achievements and interests of the children.

4.4.2 Teaching

At Barnett Wood Infant School, EYFS teaching is delivered through a balanced blend of adult-led inputs, focused group work, and active adult involvement in child-initiated play. This approach ensures that children benefit from structured learning opportunities alongside the freedom to explore and develop their interests in a supportive environment. Adults skilfully model language, scaffold learning, and extend children's thinking during play, fostering deeper engagement and understanding. Additionally, subject leaders collaborate closely with the EYFS lead to gain insight into the starting points of their subjects within the early years. This partnership supports a coherent and well-sequenced curriculum that effectively prepares children for a smooth transition into Key Stage 1, ensuring continuity and progression in learning across the school.

4.4.3 Assessment

At Barnett Wood, 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.

When children join us in Reception at Barnett Wood they complete the Statutory 'Reception Baseline Assessment' within the first 6 weeks. In addition to this during their first weeks at school and throughout the rest of the academic year, we make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs.

Throughout the year regular formal and ongoing assessments are carried out in order to closely track children's progress across all areas. A termly analysis is produced and discussed with the head teacher in order that we identify children needing support. The Reception staff make an 'on entry assessment' based on each individual's first few weeks at school. Their progress is then tracked at the end of the Autumn, Spring and Summer Terms, where data is inputted into the school's assessment tracking system, identifying if pupils are working at/below/significantly below. This supports staff in identifying and predicting individuals who should get GLD (good level of development)/ may get GLD but be aware of gaps in learning and plan interventions as a result of this/ may get GLD and require systematic intervention which is well matched to their developmental stage. These data drops and predictions are made in October, February and April each year.

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

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS Profile for each child. Each child is assessed against the 17 Early Learning Goals (ELGs), indicating whether they are:

- Meeting expected levels of development
- No yet reaching expecting levels (“emerging”)

We share the EYFS profile with the child’s Year 1 teacher. This helps to inform discussion between Reception and Year 1 teachers about the child’s stage of development and learning needs, and helps with planning activities in the first half term in Year 1.

Within the final term of the Reception Year, we provide a written summary to parents/carers, reporting the results of each child’s EYFS Profile, with their parents and/or carers. It also includes a short commentary on their skills and abilities in relation to the key characteristics of effective learning.

5. STAFF

Staff Training

We will:

- Provide staff with training relating to the specific needs of each cohort to enable them to fully support the development and wellbeing of each child
- 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
- Renew training annually, 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 protections and safeguarding policy.

6.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 are able to enjoy learning and grow in confidence. 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

6.1 Paediatric first aid (PFA)

We have at least 1 person 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.

We take our legal responsibilities seriously and follow all that is required to comply with certain welfare

requirements as stated in the Statutory Framework for Early Years Foundation Stage. We aim to meet all the following requirements in addition to our Safeguarding Policy:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

The rest of our safeguarding and welfare procedures are outlined in our school's Child Protection and Safeguarding policy.

6.2 Oral Health and Tooth Brushing

We promote good oral health, as well as good health in general, in the early years by through our 'Ourselves' topic in the Autumn term and RSHE, Jigsaw curriculum by talking to the children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth.

6.3 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, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

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

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

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

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, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
 - We will also keep this information up to date and share it with all staff

- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

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.

6.2 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.

6.3 Toileting and Privacy

We make sure that there are:

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

During toileting and changing of clothes after a toileting accident, we will balance the children's privacy with their safeguarding and support needs. Intimate care plans will be followed for those who have them in place relating to their medical needs.

7. Linked Policies

- Safeguarding and Child Protection Policy
- Whistle Blowing Policy
- Intimate Care Policy
- Health, Safety and Welfare Policy
- Food Policy
- First Aid Policy
- Educational Visits Policy
- Managing Allegations against staff including low level concerns Policy

8. MONITORING AND REVIEW

It is the responsibility of the Reception Class teachers and support assistants to follow the principles stated in this policy. The governing body will discuss EYFS practice with the practitioners and Head teacher regularly, raising any issues that require discussion. The Senior Leadership Team and subject leaders will carry out monitoring of the Early Years as part of the whole school monitoring schedule. Every term Reception Teachers (including the EYFS leader) will attend network meetings with local schools. Here they will participate in moderation activities to ensure assessments of individual's progress and where they are within their development is consistent and agreed upon with other professionals.

The policy will be reviewed annually, by the EYFS leader, Becky Clements
This policy will be reviewed in: January 2027
At every review, the policy will be shared with the governing board.