



EYFS Policy

Approved by Governors

Written

September 2025

To be reviewed

September 2026



Whitefield Infant School and Nursery Early Years Foundation Stage Policy



" All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential. "

(EYFS Statutory Framework for group and school based providers, 2025)

1. Intent of EYFS at Whitefield:

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

Our ethos in Early Years is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn.

Through the seven areas of learning we provide topics that excite and engage children, building upon own interests and developing their experiences of the wider world around them. We recognise that all children enter into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful.

2. Implementation; How EYFS is structured through our school:

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The predominant aim of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic wellbeing. The principles outlined in 'Giving Every Child the Best Start in Life' underpin our school values:

"The foundations of success are laid in early childhood. Ensuring every child has the best start in life - the chance to achieve and to thrive - are the foundation stones of the Government's Opportunity Mission. To ensure that a child's background does not determine their future success, so that all children develop well, learning to communicate, build relationships, manage their emotions, play and learn. Not just in school, but throughout their lives"

Play underpins the delivery of all the EYFS. The EYFS principles guide the work of all practitioners. Children learn in different ways. At Whitefield we ensure that every learning style is catered for. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

3. The Curriculum

At Whitefield Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available from the school office or to download at:

[Statutory framework for the early years foundation stage \(\[publishing.service.gov.uk\]\(https://publishing.service.gov.uk\)\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67222/Statutory_framework_for_the_early_years_foundation_stage.pdf)

This document clearly defines what we teach at Whitefield Infant School.

The EYFS is made up of seven areas of learning:

Prime areas:

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

Specific areas:

- Literacy
- Mathematics
- Expressive arts and Design
- Understand the World

None of these areas can be delivered in isolation from the others. They are equally important and depend upon each other. All areas are delivered through a broad balance of adult led and child initiated activities. Within each area there are end points, or Early Learning Goals (ELG's). The ELG define the expectations for most children to achieve by the end of the EYFS.

How the EYFS curriculum is structured through our school:

At Whitefield, we offer a curriculum which is broad and balanced and one which builds upon the knowledge, understanding and skills of all children, whatever their starting points. We follow the Early Years curriculum using topic themes and enrichment opportunities.

The aim of our curriculum is to develop a thirst and love for learning by:

- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- Carefully assessing, through observations and interactions, which are sometimes recorded and shared with parents. Practitioner knowledge of each unique child is used to inform the next steps of learning to meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.
- Providing activity starting points for child initiated activities that enhance children's learning and impact on progress.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

4. Organisation : Implementation of the EYFS at Whitefield:

In EYFS, teachers will plan from the children's own experiences through the seven areas of learning. They plan from specifically designed medium term plans mapped out carefully in order to ensure each child progresses appropriately and sequentially. The English curriculum is taught using some 'Talk for Writing' and creative story mapping strategies in EYFS. Children often develop their literacy skills through the imitation of stories that they learn using actions and first hand story mapping techniques using recycled materials. Literacy opportunities are also promoted in many of the continuous provision activities available to children during the week in order to promote early reading, writing and phonics achievement.

The Early Years use core texts as a basis for Literacy planning and start with an exciting hook to engage children in both the termly topic and the text. We have developed our own reading spine for Early Years which then progresses through school. These texts are carefully chosen and pitched to the level of challenge, quality language and relevance to the children from their individual starting points. Texts have also been chosen with a view to promoting reading for pleasure. The Literacy teaching sequence is carefully mapped out using long and medium term plans, progressing to deliver a seamless transition into KS1.

Systematic and synthetic phonics is taught daily throughout EYFS, and thereafter where possible using the Lancashire Red Rose Phonics Scheme.

The maths curriculum is taught in the form of daily maths sessions, supported by maths opportunities within continuous provision. These sessions are carefully planned using concrete resources and build on prior learning and real life experiences across the theme and year. This starts with mastering numbers 0-5 and then progresses through to 0-10 and 0-20. We want our

children to become confident mathematicians who can apply what they have learnt to real life experiences. The Maths teaching sequence is mapped out using long and medium term EYFS plans, which offers a bridging curriculum to KS1.

The 5 other areas of learning are planned via a similar practise, inclusive of prime and specific subject areas. These subjects are documented and monitored in the form of floorbooks, whereby each child is individually assessed against the Development Matters age stages. Child's voice is included within this document.

Weekly Forest School sessions are run for children in early years; these support a range of skills and develop their social interactions and PSED skills. All seven areas of learning are encompassed within these sessions and allow all children to take risks in an unpredictable environment whilst developing leadership skills and promoting mental health and wellbeing. We have a dedicated space to run these session.

Pupils have opportunities to share their learning with their parents and carers through regular phonics and maths workshops. 'Stay and Play' sessions for nursery, allow parents to join in learning activities alongside their children and share the nursery experience.

A Unique Child

At Whitefield Infant School, we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise 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 assemblies and rewards, to encourage children to develop a positive attitude to learning.

5. Inclusion for all at Whitefield Infant School:

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Whitefield School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We 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 EYFS we set realistic and challenging expectations that meet the needs of our children. 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;
- monitoring children's progress and taking action to provide support as necessary.

Inclusion is a dominant principle of government policy at both national and local level. Within our school we aim to implement this principle by, focusing on individual well-being, encouraging pupil participation, celebrating, achievement and viewing diversity as a rich resource to support the well being and learning of all. All children are treated according to their needs regardless of their physical, cultural, social background or religion. This policy has been written in accordance with our school Mission Statement.

All children will have the opportunity to participate in EYFS experiences which will be planned in ways which make them accessible to each individual child. All pupils will have an equal opportunity to reach their full potential across the EYFS curriculum regardless of their race, gender, cultural background or special educational needs. Children with Special Educational Needs will be recognised and adaptations within the curriculum will be offered wherever possible to promote the child's development and self-esteem. We work together to use the EYFS to develop children's confidence and to promote the long term value of personal skills alongside academic skills and to deepen children's awareness of the wider world.

Pre-school Induction:

The principles that underpin our transition policy are:

- To make the transition from home to school more sensitive and appropriate to the needs of the children and their parents.
- To establish and maintain good relationships between all those involved in the process of 'settling in' to school.
- To develop a pattern of induction that is able to build upon children's previous experiences e.g. playgroup, nursery

Starting school is an important time for young children their parents, families and teachers, and an appropriate induction programme is essential in ensuring children feel secure in their educational environment.

The efforts that parents and staff have made in advance always pay dividends once the children are admitted into school.

By working together to prepare the way, parents and children know what to expect and the class teachers and teaching assistants know enough about each child to ensure that they can be sensitive to individual needs.

Aims of the Pre-school Induction Programme

- To make the transition from home to school more sensitive and appropriate to the needs of the children and their parents.
- To establish and maintain good relationships between all those involved in the process of 'settling in' to school.

- To develop a pattern of induction that is able to build upon children's previous experiences e.g. playgroup, nursery

Arrangements for Pre-school Induction

Once the applications for the forthcoming intake are finalised contact will be made with the families from children from outside nursery settings. This includes visits to the child's nursery/playground to establish early links with the child and their carers and also highlights any potential EHCPs. Children who attend our own nursery setting at Whitefield are already familiar with the adults in the three Reception classes and 3 visits to the Reception class are timetabled in the Summer term.

Meetings for Parents of New Entrants - Implementation:

- General Meeting (Headteacher/ EYFS Leader/ Reception class teachers)
 - Outline of admission and induction programme.
 - Outline of school's philosophy and organisation.
- Basic information shared with parents e.g. dinners, times of the school day, attendance, holidays, uniform, P.E. kit, milk.
 - Parental involvement
- Input from Home School Liaison Officer regarding attendance and term time absence implications

Approach to transition - Year 1

Planning should be based upon children's needs and interests and assessment information from the previous class/group/setting. Reception and Year 1 teachers are to share professional knowledge and take time to explain the EYFS assessments that are in place. Year 1 teachers are to broaden their understanding and attend appropriate courses that are available.

• Styles of teaching and learning should meet the needs of children and not preconceived notions of what is or is not appropriate for the next phase/Key Stage.

There should be a professional regard for the information from the previous setting/phase. Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.

• Children should enjoy the transition process. The transition should motivate and challenge children. Staff allocation for a period prior and during transition should be made to maximise the comfort and welfare of the children. Effective transition takes time, and is a process rather than an event. Parents and carers need to feel well informed about and comfortable with all transitions in their child's life. Children, parents/carers and staff need to be involved on an equal basis. Transition is about the setting fitting the child, not the child fitting the setting. Year 1 teachers are to organise their classrooms to provide quality teacher directed activities in addition to planning for quality continuous provision. Resources are to be used to maximise learning opportunities and used to promote awe and wonder / creative imaginations.

Initial preparations

Year One teachers are to spend some designated time in Reception during the Summer term, observing children in their familiar environment and observing practice. Reception and Year 1 teachers can separately arrange direct teaching sessions having previously taken time to go over each other's planning in advance. PPA time can also be used to gain experience of each other's

teaching and learning environments. Both Key Stage Teachers arrange a designated transition meeting in order to gain knowledge of their forthcoming class for the new academic year.

Time is planned for termly meetings between Reception and Year One for teachers to discuss on going assessment and Profile information. Teachers will arrange the required time between themselves to ensure smooth transition and reinforce knowledge and understanding of the ongoing assessments and Profile information.

Reception children visit Year One in the Summer term so that the children are familiar with the staff and learning environment. Arrangements are made for passing on information to parents about the transition to Year One. Newsletters and Summer term parents evening will inform parents of the transition that is to take place.

When necessary, Reception parents are invited to meet the Year One teacher/support staff (where practicable) and explore the Year One environment. Year One classrooms have areas of continuous provision to support and extend children's independence skills.

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 protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy).

6. Safeguarding

"Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. 3.2 This section of the framework sets out the safeguarding and welfare requirements providers must meet. They are designed to help providers create a high-quality, welcoming, and safe setting where children can enjoy learning and grow in confidence."

(EYFS Statutory Framework 2025)

At Whitefield Infant School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025. We understand that we are required to:

- **Safeguard children.**
- **Ensure the adults who have contact with children are suitable.**
- **Promote good health.**
- **Support and understand behaviour.**
- **Maintain records, policies, and procedures.**

We endeavour to meet all these requirements. Every child is assigned to a 'Key Person' to ensure that every child's learning and care is tailored to meet their individual needs.

"Children need to build an attachment with their key person for their confidence and well-being. The key person also promotes children's learning by developing a deep understanding of their individual needs and children can particularly benefit from their modelling and support. The requirements in relation to workforce training and responsibilities, including that of the key person, are outlined in Section 3 but they are equally important for children's learning and development as they are for their safety and welfare."

(EYFS Statutory Framework 2025)

Rigorous Safeguarding systems are embedded within the EYFS and all staff are trained in reporting any incidents of significance. Individual staff members are assigned a Safeguarding CPOMs login to record any points of significance and to record minor issues which may result in a Safeguarding issue. Staff are trained in dealing with safeguarding of harmful online material. Staff are fully trained in recording through the use of the CPOMs safeguarding program.

Staff members themselves are required to attend 'Supervision' meetings with the Headteacher/ EYFS Leader to ensure suitability for post and are expected to adhere to the 'Staff Code of Conduct' Policy.

Statutory safeguarding documents are adhered to by all members of staff. All staff are required to read the 'Keeping Children Safe 2025' documentation. 'Working Together to Safeguard Children', and the 'Prevent Duty Guidance' are fully implemented.

7. Child Protection

Whitefield has and implements a policy, and procedures, to safeguard children. These are in line with the guidance and procedures of the Lancashire School Safeguarding Board.

At Whitefield Infant School we train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues and KCSiE. Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their needs

Whitefield Infant School adheres to statutory 'Prevent' guidance in ensuring children stay safe in education and work together with parents/ carers outside of education wherever possible.

Our key worker systems ensure a positive 'parent partnership' which help to gain a wider understanding of a child's background. Staff are updated regularly regarding the 'Prevent' duty.

Staff are regularly made aware of any significant events in a child's life, along with training on how to deal with 'peer on peer' abuse. Staff receive regular updates on safeguarding at least annually. The EYFS Leader is made aware of any safeguarding issues within school monthly, in addition to incidental events that may occur. Staff are made aware of the Designated Senior Leads for safeguarding who are trained at least annually. The EYFS Leader has attended DSL training.

Staff work closely with the Home School Support Officer ensuring children who are missing education are accounted for immediately on the first day of absence, until their return to education. Following the Autumn term all EYFS children attend a weekly assembly with focus on embedding British Values into their daily school lives.

8. Suitable people

Whitefield Infant School ensures that people looking after children are suitable to fulfil the requirements of their roles. Whitefield has effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable to work with children.

9. Supervision

All staff working within the EYFS are subject to supervision meetings at least termly (with the Headteacher or EYFS Leader). More frequent meetings are arranged with staff members who may require increased monitoring for suitability.

10. Qualifications:

All EYFS staff meet and comply with the statutory guidance for 'Early years qualification requirements and standards' outlined in the updated September 2025 statutory guidance.

The qualifications that staff must hold to be included in the specified staff:child ratios at levels 2, 3 and 6 of the early years foundation stage (EYFS) 'Early years qualification requirements and standards' updated to reflect the Early Years Educator level 3 criteria from September 2025.

- At Whitefield Infant School and Nursery, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025.

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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (More information can be found in the school's safeguarding policy)

Safer recruitment

"School will obtain a references for any member of staff (including students and volunteers) before they are recruited:

- Not accept open references e.g. to whom it may concern.
- Not rely on applicants to obtain their reference.
- Ensure any references are from the applicant's current employer, training provider or education setting and have been completed by a senior person with appropriate authority.
- Not accept references from a family member.
- Obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed.
- Secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting.
- Ensure electronic references originate from a legitimate source.
- Contact referees to clarify content where information is vague or insufficient information is provided.
- Compare the information on the application form with that in the reference and take up any discrepancies with the applicant.
- Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed."

EYFS Framework 2025

Positive Relationships

At Whitefield Infant, School we aim to develop caring, respectful, professional relationships with the children and their families.

11. Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Induction meetings;
- the children have the opportunity to spend time with their teacher before starting school during 'Come and Join in' afternoons;

- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class
- encouraging parents to talk to the child's teacher if there are any concerns. 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 each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Celebration assemblies, Class assemblies, Creativity/Curriculum afternoons etc;

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistant and in the nursery, the children are split into three Key Worker groups. The EYFS Reception teachers meet with nursery staff to discuss new intake children. Staff and children from the nursery are regularly invited to school events. We aim to ensure continuity and coherence between the nursery setting and school setting by sharing information about the children's achievements.

12. Enabling Environments

At Whitefield Infant School 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 planning challenging but achievable activities and experiences to extend the children's learning.

13. Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's), which are based around half termly themes. These plans are mapped out for the year and used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate.

At Whitefield Infant School, we use Development Matters Trackers to record judgements against the EYFS Profile. Each child's level of development is recorded against 17 assessment scales derived from the ELG's. Each term the children are assessed as to whether they are '**emerging**' or '**on track**' in relation to termly expectations.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. We give an opportunity for the parents to discuss these judgements with the EYFS teacher at an end of year open afternoon.

"For children whose home language is not English, providers may 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".

(EYFS Statutory Framework, 2025)

14. The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely, inclusive of all children. Adaptations are made for learners with additional SEND needs to ensure every child accesses a broad and rich curriculum. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS classrooms have their own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 6 areas of learning.

Learning and Development

At Whitefield School 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.

15. Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

- we will provide 'out of hours' care for children who attend nursery provision where necessary

Areas of Learning

The EYFS is made up of seven areas of learning:

Prime areas:

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

Specific areas:

- Literacy
- Mathematics
- Expressive arts and Design
- Understand the World

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

16. Impact

The impact our curriculum is measured in many ways;

- Subject leader monitoring
- Termly Governors reports, reporting termly subject impact
- Pupils workbooks
- Pupil voice
- Parental voice through questionnaires and workshops
- Learning walks
- Teaching and Learning Days
- Displays and learning environments around school

17. Monitoring, review and assessment -Impact

Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Early Years Foundation Stage within continuous provision and discrete teaching.

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the Curriculum. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

To ensure we have evidence of a child's progress in the EYFS we use a range of strategies including collating assessment evidence in the form of floorbooks (for the prime and specific areas). In Reception Maths and Literacy books are used to record both adult directed and child-initiated learning. Nursery collate their assessments in the form of daily observations and 'Day in the life' formats. These are collections of children's work, photos and observations which create a detailed picture of the child.

Where appropriate, we include next steps for children's learning to inform our provision and planning. These are discussed by the EYFS team in informal meetings after school each day and in the weekly planning meetings.

On entry to Nursery and Reception we carry out baseline assessments for each child. Nursery Summer 2 data is used to inform Reception baseline scores if a child attended our Nursery setting.

Reception Baseline Assessment (RBA):

The Statutory Reception Baseline Assessment (RBA) is completed for all eligible pupils within the first 6 weeks of commencing school in the Autumn term.

What will be assessed?

At Whitefield we will carry out the assessment within the first 6 weeks of children starting school. It will be an activity-based assessment of pupils' starting point in:

- Language, Communication and Literacy
- Mathematics

The assessment will be age-appropriate, last approximately 20 minutes and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment at that time. These can be used to inform teaching within the first term.

Throughout the Early Years the Class Teacher submits their end of term tracker to the EYFS Leader (Nursery to Nursery Lead) showing each child's development across the seven areas of learning, and assessed against 'Development Matters 2021'.

Our EYFS tracker is updated each term to assess attainment and track progress within the 7 areas of learning. Data is analysed to determine any groups of learners who may need further support or intervention. Gap reports are created, distributed to class teachers and are regularly referred to in order to help close any gaps in learning.

EYFSP - Impact :

At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'on track' or 'not on track' (numerical score 1 and 2). This information is also communicated to parents and carers in the Reception child's end of year report and can be discussed in the final Parents' Evening in Reception. When assessing communication, language, and literacy skills, practitioners assess children's skills in English. If a child does not have a strong grasp of English language,

practitioners 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.

On entry to Reception, all class teachers use their professional judgements to establish a starting point on entry to school. Staff should regularly liaise with the Nursery teacher in order to submit a more accurate baseline judgement.

Our EYFS tracker is updated each term to assess attainment and track progress in each subject (prime and specific). Data is analysed to determine any groups of learners who may require additional support and intervention. Gap reports are created, distributed to class teams and are regularly referred to in order to help close any particular gaps in learning for groups or individuals.

18. The role of the EYFS subject co-ordinator is:

- To take the lead in the policy development and the production of schemes of work to ensure progression and continuity in teaching.
- To support colleagues in the development of their planning and assessment.
- To monitor, evaluate and review the EYFS curriculum throughout the school and advise the senior leadership team of action needed.
- To take responsibility for the purchase and organisation on central resources for EYFS
- To keep up-to-date with developments in EYFS and share information with colleagues.
- To be responsible for the school portfolio with evidence of EYFS

19. Health and Safety

Individual classroom risk assessments are located in Red files located in the staffroom. In addition to this, general daily classroom risk assessments checks are available from the EYFS Leader. These risk assessments have been compiled by the school's Health and Safety representative. In addition to classroom risk assessments, outdoor EYFS area, forest school and access to the 'Tough Terrain' adventure playground (located in the EYFS outdoor area) risk assessments have been generated and approved by the local authority.

20. Safer Eating and PFA

At Whitefield Infant School staffing arrangements meets the needs of all children to ensure their safety. We ensure that children are adequately supervised, especially whilst eating, and decide how to use staff to ensure children's needs are met. Children must usually be within sight and hearing of staff and always within sight or hearing.

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings.

At Whitefield all staff have regard to the new [nutrition guidance on GOV.UK](#).

21. Absences

At Whitefield, if a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts must be made to contact the child's parents and/or carers and alternative emergency contacts. Please refer to our whole school absence policy and procedures.

22. Whistleblowing

At Whitefield we have a dedicated whistleblowing policy which adheres to all elements as outlined in the EYFS Statutory Framework 2025

"Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should use the other channels open to them:

- NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 - 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).
- General guidance on whistleblowing can be found via: Whistleblowing for employees."

EYFS Statutory Framework 2025

23. Intimate Care

At Whitefield we have a dedicated Intimate Care policy which adheres to all elements as outlined in the EYFS Statutory Framework 2025.

"Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting."