

Upperby Primary School

EYFS Policy



Head teacher: Mrs P Burns

EYFS Lead: Hayley Weir

Chair of Governors: Mr W Atkinson

Policy Date: December 2025

Policy Status: Non Statutory

Policy Review Cycle :Annual

Next Review Date: September 2026

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Policy Lead - Hayley Weir

1. Policy Statement

At Upperby Primary School, we believe that every child deserves the best possible start in life and the support needed to fulfil their potential. We are committed to providing a safe, caring, stimulating, and inclusive environment where children feel valued and secure.

Our provision is guided by the Early Years Foundation Stage (EYFS) Statutory Framework and promotes high-quality teaching, learning, safeguarding, and welfare for all children from birth to five years.

We recognise the importance of:

- Child-centred learning
- Secure and positive relationships
- Play-based experiences
- Inclusive practice
- Partnership with parents and carers
- Effective safeguarding and welfare arrangements

2. Legal Framework

This policy has regard to:

Early Years Foundation Stage (EYFS) Statutory Framework

Children Act 1989 and 2004

Keeping Children Safe in Education (KCSIE)

Working Together to Safeguard Children

Equality Act 2010

SEND Code of Practice 0-25 Years

Data Protection Act 2018 and UK GDPR

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The EYFS framework establishes the standards that schools and childcare providers must meet to ensure children learn and develop well and are kept healthy and safe.

3. We aim to:

- Promote high standards of achievement and attainment.
- Support children's personal, social, emotional, and academic development.
- Develop confident, resilient, and independent learners.
- Identify and address barriers to learning at the earliest opportunity.
- Ensure equality of opportunity for all children.
- Create an environment where children feel safe, respected, and valued.
- Work collaboratively with families and external professionals.

4. The Four Principles of the EYFS

Our provision reflects the four guiding principles of the EYFS.

4.1 Every Child is Unique

We recognise that each child:

- Is constantly learning.
- Can be resilient, capable, confident, and self-assured.
- Develops at their own pace.
- Brings individual experiences, backgrounds, and interests.
- Needs access to a safer sleep when required
- Should have limited screen time

4.2 Positive Relationships

- We promote secure attachments through:
- Strong partnerships with families.
- Responsive interactions with children.
- Consistent routines and expectations.

4.3 Enabling Environments

We provide:

- Stimulating indoor and outdoor learning environments.
- Accessible resources.
- Opportunities for exploration and investigation.
- Well-planned experiences linked to children's interests.

4.4 Learning and Development

Children develop and learn through:

- Play
- Active learning
- Creativity
- Critical thinking

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- Adult-guided learning

5. Curriculum

- The curriculum is broad, balanced, and progressive.
- Children are supported through the seven areas of learning and development.
- Prime Areas
- Communication and Language

Children are supported to:

- Listen attentively.
- Understand language.
- Develop speech and vocabulary.
- Communicate effectively.
- Personal, Social and Emotional Development

Children learn to:

- Form positive relationships.
- Manage feelings and behaviour.
- Develop self-confidence and independence.
- Physical Development

Children develop:

- Gross motor skills.
- Fine motor skills.
- Self-care and healthy lifestyle habits.
- Specific Areas
- Literacy

Children are supported to:

- Develop a love of reading.
- Build phonics knowledge.
- Read and write with increasing confidence.
- Mathematics

Children develop understanding of:

- Number
- Numerical patterns
- Problem-solving
- Shape, space, and measure
- Understanding the World

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Children explore:

- People and communities
- Technology
- The natural world
- Diversity and culture
- Expressive Arts and Design

Children have opportunities to:

- Create
- Perform
- Explore materials
- Express ideas and feelings

These seven areas form the basis of learning and development within the EYFS.

6. Teaching and Learning

Staff provide a balance of:

- Child-initiated learning
- Adult-led experiences
- Structured teaching
- Continuous provision
- Outdoor learning

Practitioners:

- Observe children regularly.
- Respond to children's interests.
- Extend learning through questioning.
- Provide appropriate challenge.
- Encourage independence and resilience.

The characteristics of effective teaching and learning are embedded throughout the curriculum:

- Playing and exploring
- Active learning
- Creating and thinking critically

7. Assessment-To follow the New EYFS Statutory Framework 2026

Assessment is ongoing, purposeful, and informs teaching.

Practitioners assess through:

- Observation
- Discussion with children
- Samples of work
- Information from parents
- Professional judgement

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Assessment information informs future planning and targeted support.

Where required, children receive a statutory progress check that identifies strengths and any areas where additional support may be needed.

EYFS Profile

At the end of Reception, practitioners complete the EYFS Profile assessment in accordance with statutory requirements.

8. Inclusion and Equal Opportunities

We promote equality, diversity, and inclusion throughout our provision.

We will:

- Respect all cultures, religions, and backgrounds.
- Challenge discrimination.
- Ensure resources reflect diversity.
- Adapt learning opportunities as required.
- Remove barriers to participation.

No child will be disadvantaged because of:

- Race
- Disability
- Gender
- Religion or belief
- Family circumstances
- Language background

9. Special Educational Needs and Disabilities (SEND)

We are committed to early identification and intervention.

The SENDCo will:

- Monitor progress.
- Coordinate support plans.
- Liaise with external agencies.
- Work closely with families.

Children with SEND will receive provision tailored to their needs.

Reasonable adjustments will be made to ensure equitable access to learning and the wider curriculum.

10. Safeguarding and Child Protection

Safeguarding is our highest priority.

All staff understand that safeguarding is everyone's responsibility and receive regular safeguarding training. Safeguarding policies and procedures are required under the EYFS framework.

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Designated Safeguarding Lead

DSL: _Julie Chandler

Deputy DSL: _Paula Burns/Joan Chan

All safeguarding concerns will be:

Recorded promptly.

Reported to the DSL.

Logged on CPOMS

Managed in accordance with local and national guidance.

Staff are trained to recognise:

Physical abuse

Emotional abuse

Sexual abuse

Neglect

Domestic abuse

Radicalisation

Child exploitation

Limited screen use

All concerns are taken seriously and acted upon immediately. Safeguarding is everyone's responsibility

11. Safer Recruitment

We operate robust recruitment procedures including:

- Enhanced DBS checks
- Identity verification
- Employment references
- Qualification checks
- Right-to-work checks
- Staff suitability declarations

Suitable people requirements form part of the EYFS safeguarding and welfare requirements.

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12 Class Teacher and Support staff ensure they:

- Builds secure relationships.
- Supports emotional wellbeing.
- Monitors development.
- Act as the main contact for parents.

Staff support children through transitions and helps ensure continuity of care.

13. Behaviour and Emotional Wellbeing

We promote positive behaviour through:

- Clear expectations
- Positive role modelling
- Consistent routines
- Praise and encouragement

We support children to:

- Recognise emotions
- Resolve conflicts
- Develop self-regulation
- Build resilience

Physical punishment is never used.

14. Health and Safety

We maintain a safe environment through:

- Daily safety checks
- Risk assessments
- Secure access arrangements
- First aid provision (Staff are qualified in Paediatric First Aid)
- Fire safety procedures

Hygiene and infection control measures

- All accidents and incidents are recorded and shared with parents as appropriate.
- The intimate care policy is adhered to when children are being changed
- Staff do Food Hygiene Training

15. Medicines

Medication will only be administered:

- With written parental consent.
- By trained staff.

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- In accordance with the setting's medication procedures.

Accurate records will be maintained.

16. Attendance and Admissions

We encourage regular attendance and punctuality.

Attendance patterns are monitored to identify any safeguarding or welfare concerns.

Admissions arrangements are fair, transparent, and non-discriminatory.

17. Partnership with Parents and Carers

We recognise parents as children's first educators.

We promote effective communication through:

- Daily discussions
- Parent meetings
- Learning journals
- Reports
- Parent Workshops and events
- Class Dojo

Parents are encouraged to contribute to assessments and learning planning.

Strong partnerships between practitioners and parents are a central feature of effective EYFS practice.

18. Transitions

We support smooth transitions:

- Into the setting.
- Between rooms or classes.
- To Reception.

To Year 1.

Transition arrangements may include:

- Visits
- Information sharing
- Parent meetings
- Transition records

19. Monitoring and Quality Assurance

Senior leaders and managers will monitor provision through:

- Learning walks
- Observation of teaching
- Planning scrutiny

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- Assessment reviews
- Safeguarding audits
- Parent feedback
- Staff supervision

Self-evaluation informs ongoing improvement and supports readiness for Ofsted inspection.

20. Policy Review

This policy will be reviewed annually or earlier if:

Legislation changes.

EYFS statutory requirements are updated.

Inspection findings indicate revision is necessary.

Signed (Headteacher/Manager):  P Burns_____

Date: _September 2026_____

Signed (Chair of Governors/Committee): _B Atkinson R Mason(co Chair)_____

Date:to To be Reviewed _September 2027_____