



Whitley Park Primary and Nursery School

Early Years Foundation Stage (EYFS) Policy (Updated for 2025 Statutory Framework)

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Statement of Intent

At Whitley Park Primary and Nursery School, we recognise and value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. We understand our responsibility to ensure children learn and develop well while remaining healthy and safe. This policy ensures a positive start to school life, encouraging a lifelong love of learning and strong foundations for the future.

Through this policy, we aim to provide:

- Quality and consistency so that every child makes good progress and no child is left behind.
- A secure curriculum for learning through planned, reviewed and assessed developmental opportunities.
- Partnership working between practitioners and parents/carers.
- Equality of opportunity and anti-discriminatory practice.

Legal Framework

This policy adheres to the following statutory and non-statutory guidance:

- Childcare Act 2006
- Equality Act 2010
- UK GDPR & Data Protection Act 2018
- DfE (2025) 'Statutory framework for the Early Years Foundation Stage'
- DfE (2025) 'Early years foundation stage profile handbook'
- DfE (2024) 'Keeping Children Safe in Education'
- DfE (2024) 'Working Together to Safeguard Children'

It operates in conjunction with our school's policies on safeguarding, SEND, online safety, data protection, health and safety, and teaching and learning.

Roles and Responsibilities

Responsibilities are distributed across governance, leadership, and classroom roles to ensure full compliance and effective delivery of the EYFS framework. Key duties include maintaining high standards of teaching, tracking progress using valid assessments, and fostering positive partnerships with families.

Learning and Development

Our curriculum planning follows the seven areas of learning:

Prime Areas:

- Communication and language (with a renewed emphasis on oracy and vocabulary)

- Physical development (including motor skills and reduced screen time)
- Personal, social, and emotional development

Specific Areas:

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

All planning considers individual needs and interests, encourages independence, and is responsive to children's development rates.

Assessment

We use a combination of formative and summative assessments:

- **Progress Check at Age Two** (shared with health visitors to support early intervention)
- **Reception Baseline Assessment (RBA)** within the first 6 weeks
- **EYFS Profile** at the end of Reception (focusing on professional judgement rather than excessive tracking)

Ongoing formative assessment is embedded in daily interactions and observations, including the use of Tapestry (an online profiling tool)..

Inclusion

We celebrate diversity and ensure access for all. Children with SEND are identified early through observation, collaboration with parents, and external professionals. Adjustments are made to meet the needs of every learner.

The Learning Environment

We provide:

- Safe, stimulating, and well-organised indoor and outdoor spaces
- Continuous provision that supports independent learning
- A balance of adult-led and child-initiated activities
- Outdoor learning opportunities daily

Safeguarding and Welfare

We comply with all safeguarding expectations in line with KCSIE 2024 and Working Together 2024. Designated safeguarding leads are clearly identified and regularly trained. Staff receive induction and refresher training in child protection.

The Designated Safeguarding Lead is Nathan Butler-Broad (Headteacher)

The Deputy Designated Safeguarding Leads are: Hannah Wood (Deputy Headteacher, Sarah Rooke (Children and Family Worker), Charmaine Lynch (Assistant Headteacher/Inclusion Lead) and Anjie Maskell (Attendance Officer)

Staffing

We follow updated 2025 staffing requirements:

- Reception classes and Nursery provision are led by fully qualified teachers who hold QTS.
- Staff working with children must meet suitability checks and qualification expectations
- All new Level 2/Level 3 practitioners must hold Pediatric First Aid certificates within 3 months of employment
- At least one staff member will hold an approved level 3 qualification and will be suitably experienced to work with children under two.
- Staffing ratios adhere to age-specific statutory requirements. Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over, may be included in the ratios at the level below their level of study, if the school is satisfied that they are competent and responsible

Health

We promote healthy living, oral health, and hygiene. Medication is only administered with written parental consent and in line with professional guidance. Food and drink are healthy, and dietary needs are recorded and respected. We support parents to participate and promote healthy meal planning.

Safety and Premises

We ensure safe premises, risk assessments, and clear evacuation procedures. Outdoor spaces meet EYFS standards. Sleeping children are monitored regularly. We maintain records of accidents and notify Ofsted of any serious incidents within required timeframes (*Report serious incident to Ofsted*).

Mobile Phones and Devices

Staff, parents, and visitors follow strict policies on the use of mobile phones. Only school-approved devices are used to record children's learning by staff. Personal devices are prohibited in learning areas. Environments are carefully planned to support effective supervision and safeguarding.

Information and Records

Records are maintained in line with UK GDPR. Parents have the right to access information about their child. We maintain clear, secure, and accurate documentation and share information as needed to support children's development and welfare.

Parental Involvement

We view parents as partners. We maintain open communication, host termly meetings, and support home learning. We use Tapestry to document and communicate children's progress with their parents and carers.

Families are invited to participate in various school events and transition activities over the course of the year.

Transition

Smooth transitions are planned from:

- Home or nursery into school
- Nursery to Reception
- Reception to Year 1

We provide gradual settling-in periods, parent meetings, and collaborative work with previous and future settings. The EYFS Profile supports effective information sharing with Year 1 teachers who continue to use this information in the autumn term.

Monitoring and Review

This policy is reviewed annually by the headteacher and governing board. All EYFS staff are expected to understand and implement it fully. The next scheduled review will take place in June 2026.