

Pye Bank CE Primary School

'Learning Together, Learning to be Together, Sharing God's Love'



Early Years Foundation Stage Policy 2026-27



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

Last reviewed on:	September 2026
Next review due by:	September 2027

Contents

1. Vision and Aims	3
1.1 Vision	3
1.2 Aims	3
2. Legislation	3
3. Structure of the EYFS	3
4. Curriculum.....	4
4.1 Planning	5
4.2 Teaching.....	5
4.3 Learning Environment	6
5. Assessment	6
6. Working with parents and carers.....	7
7. Staff	7
7.1 Staff training	7
7.2 Safer recruitment.....	8
7.3 Whistleblowing	8
7.3.1 Malicious or vexatious allegations	8
8. Safeguarding and welfare procedures.....	8
8.1 Responding to allegations or concerns	9
8.2 Staffing ratios.....	9
8.3 Paediatric first aid (PFA)	10
8.4 The designated safeguarding lead (DSL)	10
8.5 Absence.....	10
8.6 Oral health and tooth brushing	10
8.7 Safer eating.....	11
8.8 Accident or injury.....	11
8.9 Safety of premises	12
8.10 Toileting and privacy.....	12
9. Monitoring arrangements.....	12
Appendix 1. List of statutory policies and procedures for the EYFS	13

1. Vision and Aims

1.1 Vision

“Learning together, learning to be together, sharing God’s love”

‘We love, because God first loved us.’ 1 John 4:19

Our vision is to embody the Christian value of ‘love’, putting the uniqueness and diversity of our children, our staff, our families and our community at the heart of all we do. This is driven by our belief in the value of every individual as an equal, uniquely made in the image of God and loved by him.

With a focus on excellence and equality, we strive for all children to flourish academically and personally through *‘learning together’*, *‘learning to be together’*, and *‘sharing God’s Love’*, addressing all disadvantage and enabling them to make a positive contribution to each other, the life of the school and the wider world, now and in the future.

This policy was created with our vision at its heart.

1.2 Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

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

A Day in Reception

Children arrive between 8.40 am and 8.55 am, where they will be welcomed by the class teacher and Foundation staff. Although registration starts promptly at 8.55 am, we believe that allowing additional time for children to settle supports a calm and positive start to the school day. Children will self-register, write their names, and complete morning tasks.

School finishes at 3.10 pm, and parents/carers can collect their child from the Foundation yard.

A Day in Nursery

The Nursery is open during term time between **9am and 3pm**. We offer flexible provision to suit the needs of parents and carers, with the following session options:

- Five morning sessions **or** five afternoon sessions each week
- Two full days and one half-day session each week
- *30-hour places (some children may be eligible; please see the office for further information)

Morning Sessions

Children arrive between **9am**, where they are welcomed by the class teacher and nursery staff. The morning session ends at **12pm** and children are collected from the Nursery door.

Afternoon Sessions

Children arrive at **12pm** where they are welcomed by the class teacher and nursery staff. The afternoon session finishes at **3pm**, and children are collected from the Nursery door.

Settling In Process

Settling into Nursery is an important time for young children and their families. For some children, this may be the first time they have been left with another adult or in a larger environment. At Pye Bank, we aim to make this transition as smooth and supportive as possible.

All children and families are invited to school for a Coffee Morning and a stay and play. This provides an opportunity for parents and carers to ask questions and to see the Foundation setting in action.

In addition, Reception children will be invited to a Transition Day during the summer term. This allows them to spend time in their new environment and to meet their class teacher and classmates. These sessions help to support the transition process and enable children to settle more confidently when they return after the summer break.

4. Curriculum

We believe a child's first experience of school is crucial to shaping how they will approach learning throughout their life. The Early Years setting at Pye Bank Primary is committed to ensuring that children develop into a creative, happy, confident and independent lifelong learners. All children arrive with different attributes, experiences and needs; therefore, personalised learning is at the heart of our provision.

Our Early Years setting follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes seven areas of learning and development that we must teach. All areas are important and interconnected. Three areas, known as the **prime areas**, are considered particularly significant in 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 children in four **specific areas**, which strengthen and develop the prime areas and ignite children's curiosity and enthusiasm:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The way that children engage with other people, with their environment and with learning challenges, through active learning (motivation), creative and critical thinking (thinking), and playing and exploring (engagement), underpins development across all areas. These characteristics support children in becoming effective and motivated learners.

We provide children with the tools they need to develop these characteristics of learning, laying strong foundations for the skills they will use in years to come. We encourage children to develop positive attitudes, form healthy relationships and believe in themselves. If children can learn to 'have a go', learn from mistakes and try again, they will develop resilience and confidence as future learners.

We ensure a balance of adult-led and child-initiated learning throughout the day, both indoors and outdoors. It is important that all children have time to learn, play, make friends and grow.

4.1 Planning

Our staff are ambitious for all children and plan activities and experiences that enable them to develop and learn effectively. To achieve this, staff working with the youngest children focus strongly on the three prime areas of learning.

Staff also take into account the individual needs, interests and developmental stage of each child, and consider whether any additional support is required. They use this information to plan a challenging, enjoyable and meaningful learning experience.

Where a child has a special educational need or disability (SEND), staff consider whether specialist support is needed and liaise with relevant external agencies where appropriate.

When planning and guiding children's activities, staff reflect on the different rates at which children develop and take these differences into account.

The Early Years Foundation Stage (EYFS) curriculum provides the basis for planning in our Nursery and Reception (Foundation Stage) classes. Planning objectives are supported by the **Development Matters guidance** taken from the EYFS framework. Our planning is centred around high-quality texts, with discrete lessons in phonics, reading, writing and maths. Progress and curriculum coverage are monitored half-termly.

Each learning area, both indoors and outdoors, has a provision plan that identifies learning opportunities and suggested enhancements. Staff reflect on the different ways that children learn and incorporate these approaches into their practice. They also respond to children's social and emotional needs alongside their academic development.

The teaching of maths is guided by the **Mastering Number** approach, and our teaching of phonics follows the **Rocket Phonics** scheme.

4.2 Teaching

We ensure there is a balance of child-initiated learning, through continuous provision, and adult-led activities across the school day. Interactions between adults and children are essential for developing vocabulary and critical thinking. Adults respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. Their role is to model, demonstrate and question continuously in order to extend learning.

We follow set routines each day, with designated times when children come together for teaching in maths, phonics, literacy and topic work. Whole-class reading and story time are important parts of the day, as we want all children to develop a lifelong love of reading. Children are exposed to a wide range of fictional and non-fiction texts, giving them opportunities to hear and use new vocabulary. We use the Pie Corbett approach to imitate and innovate stories so that children leave EYFS knowing traditional and modern stories well. We ensure there is always time for a whole-class story, as well as opportunities to enjoy books within continuous provision.

In Nursery, every child receives a free book bag and storybook as a welcome gift. In Reception, every child is given a free book bag, reading diary and a school jumper. Each week, children in both Nursery and Reception

take home a book from the school library. When Reception children are ready, they also take home a fully decodable phonics book.

As children grow older and their development progresses, the balance gradually shifts towards more adult-led activities to prepare them for more formal learning in Year 1.

Staff ensure that children experience the three key characteristics of effective teaching and learning:

- playing and exploring
- active learning
- creating and thinking critically

They respond sensitively to each child's emerging needs and interests, guiding their development through warm, positive interactions.

4.3 Learning Environment

At Pye Bank, our Early Years provision includes a 104-place Nursery for 3- and 4-year-olds and two Reception classes, each with space for 30 children. Nursery and Reception benefit from large indoor and outdoor areas for all children to explore. Our classrooms are well resourced and offer spacious, purposeful areas for learning. The indoor environment is set up each day with a variety of activities, including construction, writing materials, messy play, imaginative play, investigative activities, puzzles, books and role-play areas. The Nursery class has a dedicated base for its sole use, while the reception classes share a large space for learning time.

The outdoor area is open all year round, in all types of weather, with shelters to protect children from the elements. We provide wellington boots and waterproof jackets and trousers for all children to use. We recognise that the outdoor environment offers unique opportunities to develop social and language skills, such as sharing, taking turns, and working with others, as well as opportunities for learning on a larger scale than is possible indoors. The outdoor area also features large climbing structures that provide physical challenge and role-play opportunities.

The Nursery is a fun, happy and nurturing environment where every child is supported to feel safe and secure, enabling them to achieve their best. We create a stimulating programme of learning and an exciting space in which each child can develop. Planning is based on children's interests and developmental needs, allowing them to build upon and creatively extend their ideas. We aim to develop independence, self-confidence and caring attitudes, helping children to acquire lifelong learning skills.

More details can be found on the school website.

5. Assessment

At Pye Bank School, ongoing assessment is an integral part of the learning and development process. Practitioners observe children to identify their level of achievement, interests and learning styles. These observations are used to inform future planning. Staff also take into account observations shared by parents and/or carers and keep them updated on their child's progress and development. Any learning or development needs are addressed in partnership with parents and/or carers and, where appropriate, with other relevant professionals.

Within the first six weeks of starting Reception, staff administer the statutory Reception Baseline Assessment (RBA). The requirements for the RBA are set out in Annex B of the EYFS statutory framework.

In the final term of the academic year in which a child turns five, staff complete the EYFS Profile for each child (before 30 June). Each child is assessed against the 17 Early Learning Goals (ELGs) and given one of the following judgements:

- **Expected** – meeting the expected level of development
- **Emerging** – not yet reaching the expected level of development

Children's development levels are assessed throughout the year. If a child's progress in any of the prime areas gives cause for concern, practitioners discuss this with parents/carers and agree how best to support the child. The EYFS Profile reflects ongoing observations and discussions with parents/carers and provides them with a well-rounded picture of their child's knowledge, understanding and abilities.

The Profile is moderated internally (using the *Development Matters* guidance) and externally in collaboration with other local schools, to ensure consistency in assessment judgements. EYFS Profile data is submitted to the local authority.

We share each child's EYFS Profile with their Year 1 teacher. This supports a professional discussion between Reception and Year 1 staff about the child's stage of development and learning needs, helping to inform planning for Year 1.

The school shares the results of each child's EYFS Profile, but not the Reception Baseline Assessment, with parents and/or carers.

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

6. Working with parents and carers

At Pye Bank, we recognise that parents are their children's first and most enduring educators. When parents and practitioners work together, the impact on children's development and learning is highly positive. We therefore work closely with parents/carers to ensure they are involved in their child's education. We provide half-termly knowledge organisers and weekly updates on Class Dojo, outlining what the children are learning and how parents/carers can support learning at home.

We keep parents/carers informed about their child's behaviour and attitudes to learning through half-termly reports and parents' evenings. We also offer workshops that give parents an insight into how we teach specific areas of the Early Years curriculum, along with practical strategies to support their child at home. These sessions also provide an opportunity for parents/carers to work alongside their child in the school environment. As we value parents' views, we provide opportunities for feedback throughout the school year.

We ask parents/carers to provide more than two emergency contact numbers for their child where possible.

Key Person

Each child in the Foundation Stage is assigned a key worker. At Pye Bank, the class teacher is the child's key person. The teacher works alongside teaching assistants to ensure that each child's care is tailored to meet their individual needs, helps the child become familiar with the setting, provides them with a secure and settled relationship, and builds strong relationships with their parents/carers.

7. Staff

7.1 Staff training

We will:

- 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 every 2 years, 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 protection and safeguarding policy. This can be found on our website

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

7.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures. This can be found on our website.

7.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the Trust CEO and the Trust Director of People and Culture.

See the DSAT whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing. This can be found on the DSAT website.

7.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

8. 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 can enjoy learning and grow in confidence.

The EYFS Safeguarding and Welfare Requirements (2025) state that every setting must have a safeguarding policy and procedure aligned with the guidance and procedures of the relevant Local Safeguarding Partners (LSP). At Pye Bank CE Primary, this is covered in the school's main Child Protection and Safeguarding Policy

and other related policies (see Appendix 1 for a full list). EYFS-specific policies and procedures, in line with the 2025 statutory framework for the Early Years Foundation Stage, are outlined below.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy, which can be found on our website, for more information.

8.1 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

8.1.1 Investigating the concern

When a concern is received by the Headteacher– referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there **is**, then:
 - Arrange a further investigation into the matter, involving the Trust Director of People of Culture, if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
 - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

8.1.2 Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

8.2 Staffing ratios

Every class in the Foundation Stage is taught by a qualified teacher, supported by at least one other member of staff holding a relevant Level 3 qualification. In Nursery, there is a qualified teacher and at least one other member of staff for every 13 children.

We ensure that the appropriate statutory staff-to-child ratios are maintained to meet the needs of all children and ensure their safety:

For children aged 3 and over:

- **Where a person with qualified teacher status, early years professional status, or early years teacher status is working directly with the children:**
 - At least 1 member of staff for every 13 children.
 - At least 1 other member of staff holds an approved Level 3 qualification, or has received approval to be included in the ratios at Level 3 via the experience-based route.
- **Where a person with the above qualifications is not working directly with the children:**
 - At least 1 member of staff for every 8 children.
 - At least 1 other member of staff holds an approved Level 3 qualification, or has received approval via the experience-based route.
 - At least half of all other staff hold an approved Level 2 qualification.

For Reception classes

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

8.3 Paediatric first aid (PFA)

Every member of the Foundation team holds an up to date Paediatric First Aid (PFA) certificate. A trained PFA practitioner is present at all times when children are on the premises, including during outings. All PFA certificates are renewed every three years in line with statutory requirements.

8.4 The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

8.5 Absence

We are required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy on the school website for more on this, including our expectations of parents/carers to report child absences.

8.6 Oral health and tooth brushing

At Pye Bank, we recognise that a child's first experiences with oral health can have a lasting impact on their lifelong habits. We use resources from the **Oral Health Foundation** to support planning and teaching.

We promote good oral health through lessons and termly parental workshops. These workshops provide parents with knowledge and practical advice on how to support oral health at home. At school, children learn about their mouths and develop good habits, including the importance of brushing their teeth, visiting the dentist, and understanding the effects of consuming too many sugary foods and drinks.

We use stories about teeth and smiles to engage children and discuss which foods and drinks help to grow strong teeth and which do not. Children also take part in discussions about tooth brushing using fluoride toothpaste. Additionally, every term, each child in the Foundation Stage receives a new toothbrush and a tube of toothpaste.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy, which can be found on the school website.

8.7 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 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 care 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

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.

8.8 Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a online record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

8.9 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.

8.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

Intimate Care

Full policies and procedures for intimate care are outlined in the school's **Intimate Care Policy**.

When children are admitted to Nursery or Reception, parents/carers sign to give permission for staff to wash and change their child. For children who require this on a more regular basis, parents complete an **Intimate Care Consent Form**, which is either added to an existing Care Plan or used to create a new Care Plan specifically for intimate care.

Whenever a member of staff carries out intimate cleaning or changing, an online record of the care is completed and sent to the parent/carer as soon as reasonably practicable, in accordance with the procedures outlined in the Intimate Care Policy.

9. Monitoring arrangements

This policy will be reviewed and approved by the headteacher annually.

At every review, the policy will be shared with the Trust.

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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see the school website.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy on the school website
Procedure for responding to illness	See Health and Safety Policy on the school website
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy on the school website
Emergency evacuation procedure	On request
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy on the school website
Procedures for a parent/carer failing to collect a child and for missing children	See Child Protection and Safeguarding Policy on the school website
Procedure for dealing with concerns and complaints	See complaints policy on the school website
Intimate care policy	On the school website