**Early Years Foundation Stage Policy**

**Frogwell Primary School**

***Be safe - Be kind - Aim high***

- ***Be safe****: We want all children to feel emotionally and physically safe in our school and to enjoy coming here each day. We aim to make our school a happy place for everyone*
- ***Be kind****: We believe it is essential to provide children with the support they need to succeed both academically, socially and emotionally.*
- ***Aim high****: We believe all children should be encouraged to aspire for the future, regardless of their starting points. We aim to inspire children and build their confidence to aim high.*

**Date of Policy: September 2026**

**Review Date: September 2027**

**Governor Responsibility:** Alison Cummings and David Rousell

**Governor Lead**: Alison Cummings and David Rousell

**Nominated Lead Member of Staff**: Carol Snowden

**Status & Review Cycle:** Annual

**1. Our Vision and Aims**

At Frogwell Primary School we are committed to ensuring that our youngest children in Reception (EYFS) have the best possible start to their education. Our aims are that:

- Children access a broad, balanced and well-planned curriculum that gives them a secure foundation for learning, development and good progress across school and life.
- There is quality and consistency in teaching, so that every child makes good progress and no child is left behind.
- We foster a close working partnership between staff and parents/carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- Children feel emotionally and physically safe, enjoy being in school, and grow in confidence, independence and aspiration.

**2. Legislative & Statutory Framework**

- This policy is based on the EYFS statutory framework for group and school-based providers, updated again in July 2026..
- As a school-based provider, we commit to meeting all requirements for safeguarding, welfare, curriculum, assessment, staffing, and food/nutrition as set out in the statutory EYFS.

**3. Structure of Provision**

- In the academic year 2026–27, Reception children are taught in a mixed class with Year 1 children. Within that mixed class:
    - Reception children follow the EYFS curriculum.
    - Year 1 children follow the National Curriculum.
- All teaching and provision for Reception children is planned and delivered with EYFS best practice at its heart.

**4. Curriculum & Teaching**

- We follow the 7 Areas of Learning and Development as set out in the EYFS framework: the three prime areas (Communication & Language; Physical Development; Personal, Social & Emotional Development) and the four specific areas (Literacy; Mathematics; Understanding the World; Expressive Arts & Design).
- As the updated 2025 framework emphasises, there is a strengthened focus on early language, vocabulary development, and embedding language-rich experiences across all 7 areas.

- Our planning and teaching:
    - Is ambitious for all children, informed by their individual needs, interests and development, and differentiated where required (including for children with SEND or EAL).
    - Embeds the 3 key characteristics of effective early years teaching and learning: playing & exploring; active learning; and creating & thinking critically.
    - Uses a balance of child-initiated play and adult-led activities, with a gradual shift toward teaching essential skills as children approach Key Stage 1 (Refer to Foundational Knowledge Progression document).
- For Phonics, we continue to use Little Wandle to develop pupils' phonological awareness and love of reading from the start.
- For mathematics we use both Mastering Number and White Rose Maths Scheme, embedding maths learning in continuous and enhanced provision.
- For mark-making, early writing and vocabulary development, we use Drawing Club (developed by Greg Bottrill).
- **Curriculum note:** We recognise that the Early Learning Goals (ELGs) at the end of Reception are for assessment purposes only and should **not** be used to restrict or narrow daily provision. Instead, our curriculum is informed by the EYFS Areas of Learning (and by non-statutory guidance such as Development Matters) to ensure breadth, balance and holistic development.

**5. Assessment**

- Reception Baseline Assessment (RBA) will be administered within the first 6 weeks of a child starting Reception, in line with the updated 2025 arrangements (which include digital elements). We also assess using our own baseline (starting during the induction programme and into Term 1).
- Ongoing formative assessment takes place through regular observations, interactions and monitoring of children's interests, skills, progress and well-being. These inform future planning, continuous provision, support, and interventions.
- In the final term in which the child reaches age 5 (Summer Term), the class teacher completes the EYFS Profile for each child—judging whether they are "meeting expected levels of development" or "not yet reaching expected levels ('emerging')" against the 17 Early Learning Goals.
- EYFS Profile results are shared with parents/carers. RBA results are not shared.
- Profile outcomes, together with formative ongoing assessment, inform transition planning into Year 1 and the National Curriculum, and support needs for each child.

**6. Inclusion, SEND & Equality of Opportunity**

- We are committed to providing equality of opportunity and anti-discriminatory practice for all children, irrespective of background, identity or additional needs.

- Where children have special educational needs or disabilities (SEND), we work closely with our SEND Lead, parents/carers, and, where necessary, external agencies to plan and deliver appropriate support.
- Individual Learning Plans may be created and reviewed up to four times a year (or more frequently if needed), to monitor progress and tailor provision.
- Our planning, teaching, assessment and environment aim to be inclusive and responsive to each child's developmental rate, interests and needs — ensuring no child is left behind.

## 7. Safeguarding, Welfare & Staffing

### 7.1 Designated Safeguarding Lead (DSL) & Staff Training

- The role previously referred to as "lead practitioner" is now formally the Designated Safeguarding Lead (DSL), as required by the 2025 EYFS framework (updated July 2026).
- The DSL is clearly identified; their responsibilities include liaising with statutory children's services, local safeguarding partners, handling and recording concerns, and supporting staff. Our DSL is Mrs Lucy Cooper (assistant Headteacher)
- All staff (including trainees, volunteers, apprentices) must receive safeguarding training in line with the criteria set out in the framework's Annex C.
- Safeguarding training is renewed every year; more frequent refreshers or training updates – especially following changes or concerns – are encouraged.
- All regular volunteers now require enhanced criminal record checks (as from 1st September 2026).

### 7.2 Safer Recruitment & Staff Suitability

- We will obtain and verify professional references for all new staff, including any students, trainees or long-term volunteers, **before** their appointment. Generic or open references (e.g. "To whom it may concern") are not acceptable.
- We will maintain accurate records of identity checks, criminal record checks (where applicable), qualifications and suitability, in line with statutory requirements.

### 7.3 Paediatric First Aid (PFA) & Staffing Ratios

- Any staff (including trainees, students or volunteers) counted in staff-to-child ratios must hold a valid Paediatric First Aid (PFA) certificate from an approved provider.
- For classes where the majority of children will reach age 5 or older in the school year, we maintain a minimum of one qualified teacher per 30 pupils (in line with infant class size legislation), plus additional support staff as needed for safe and effective teaching. (Reflecting statutory requirements.)

### 7.4 Whistleblowing & Safeguarding Culture

- We maintain a written whistleblowing policy, ensuring staff (including trainees and volunteers) know how to raise concerns internally or externally if they believe there is poor or unsafe practice.
- Staff are encouraged to speak up, confident their concerns will be taken seriously and acted upon promptly.

## 8. Attendance, Absence and Emergency Contact

- We require parents/carers to provide at least two emergency contact numbers for each child (where possible).
- In case of a child's unexplained or prolonged absence, we will follow up promptly — contacting the parents/carers, then emergency contacts if needed. If no contact is made, we will escalate in accordance with our safeguarding procedures and, where appropriate, liaise with statutory services. This process will be described in our Attendance Policy and communicated to parents/carers.
- Our Attendance Policy includes expectations for reporting absence, procedures for follow-up, and escalation routes.

## 9. Health, Safety, Food, Nutrition, Mealtimes & Personal Care

### 9.1 Nutrition & Mealtimes

- We will ensure that meals and snacks provided are healthy, balanced and nutritious, in line with statutory requirements.
- Prior to a child's admission, we will collect information about any dietary requirements, allergies or intolerances, as well as any health or medical needs the child may have. This information will be shared with all staff involved in food preparation, serving or supervision.
- During meals and snack times:
    - Children will always be within sight and hearing of a member of staff.
    - Staff with valid PFA certification will be present and available to respond to any choking or allergic incidents.
    - Food will be prepared appropriately to minimise choking risk (e.g. suitable for developmental stage, avoid choking hazards) and consider individual dietary needs.
    - All choking or allergic incidents will be recorded in our incident log (CPOMS) and parents/carers informed on the same day. Procedures will be reviewed periodically to improve safety.

### 9.2 Oral Health & Tooth Brushing

- In line with the framework's welfare requirements, we will promote good oral health and healthy eating habits. This includes raising awareness about the impact of excessive sugary foods and encouraging regular tooth brushing where appropriate.

- If we implement a supervised tooth-brushing programme, it will be evidence-based and follow any available guidance (for example, from public health or local authority services). This will be considered in September 2026.

**9.3 Toileting, Nappy-Changing & Privacy**

- Our toileting, nappy-changing and personal care procedures will respect children's dignity and privacy while maintaining appropriate supervision and safeguarding.
- We ensure there are sufficient toilets and hand washing facilities available, with separate adult facilities. Spare clothes and hygiene supplies will be available.
- All children are asked to bring a change of clothes to leave in school; including a change of underwear.
- Any child who is not toilet trained and wearing pull ups, is encouraged to change themselves or a parent may be called.

**9.4 Safety of Premises & First Aid / Accidents**

- We ensure that the premises — including floor space and outdoor play space — are suitable for the age and developmental stage of children, and meet statutory health, hygiene and fire-safety requirements.
- A first aid box with appropriate items for children is always accessible.
- All accidents or injuries and first aid treatment will be recorded (in CPOMS), and parents/carers informed on the same day. Serious incidents will be reported to the relevant authority as soon as reasonably practicable, following statutory procedures.

**10. Working with Parents and Carers**

- We recognise that children thrive when there is strong partnership between school staff and parents/carers.
- We use the online platform Tapestry to share observations, learning, progress and development with parents/carers throughout the year. We plan parent workshops as part of child / parent activities termly.
- The class teacher is the 'key person' for each child in Reception — responsible for ensuring learning and care are tailored to meet each child's needs, and for supporting parents/carers with guidance as necessary.
- For children with SEND or additional needs, the SEND Lead works with families and relevant professionals to co-ordinate support. Where needed, we involve external services to ensure children get the specialist support they require.

**11. Governance, Monitoring & Policy Review**

- This policy has been approved by the Headteacher and the Governing Body.
- We will review this policy annually — or sooner if statutory guidance (EYFS framework or local authority guidance) changes. Any updates will be presented to governors and communicated to staff.