



# Early Years Foundation Stage (EYFS) policy

Callowell Primary School

Approved by: School Development Board

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## 1. Aims and Principles

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.

Our practice is guided by the four over-arching EYFS principles:

- Every child is a unique child.
- Positive relationships.
- Enabling environments.
- Learning and Development.

## 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.

This document also complies with our funding agreement and articles of association.

## 3. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important for 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 the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

### 4.1 Planning

Our planning is purposeful, flexible and responsive to the needs and interests of our children. It is rooted in the EYFS Framework and informed by ongoing formative assessment, ensuring that learning builds carefully from children's starting points while promoting progress across all seven areas of learning.

Our curriculum is mapped around broad focus areas that allow space for child-led exploration alongside wellsequenced adult-led teaching, enabling staff to follow children's interests while maintaining clear progression in key knowledge and skills. Staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively.

Planning is further strengthened through early identification processes, targeted interventions and strong partnerships with parents and carers, ensuring our provision is inclusive and supportive for all learners. Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

## 4.2 Teaching

Staff promote the three characteristics of effective learning – playing and exploring, active learning, and creating and thinking critically – by providing rich indoor and outdoor environments that encourage curiosity, problem solving and independence.

Teaching is carefully planned around our broad focus areas, allowing adults to follow children's interests while ensuring clear progression across all seven areas of learning.

High-quality interactions are central to practice, with sustained shared thinking used to develop children's language through active listening, open-ended questioning and extended conversations.

Early literacy is supported through the Little Wandle Letters and Sounds programme, beginning in Jumping

Beans with songs, rhymes and stories, and progressing in Reception to structured phonics teaching, with SEND adaptations where needed. In Reception, teaching is further strengthened through Mastering Number and Can Do Maths to build strong number sense, Drawing Club to develop imagination and early writing, and Jigsaw PSHE to support children's emotional literacy, wellbeing and social development.

## 5. Assessment

At Callowell we use formative assessment across the EYFS, this type of assessment is continual, meaningful and used to inform planning and teaching. Children are observed in play and daily routines, interests and next steps are identified, and learning is extended where appropriate. This type of assessment supports staff in tailoring provision to ensure every child makes good progress from their starting points.

We complete three statutory assessments throughout the EYFS:

- The Progress Check at Age Two – this is completed when a child is between 24-36 months, it provides a written summary for parents/carers covering their child's development across the three prime areas of learning. Where an area of possible concern is identified - which may indicate a disability, special educational need or developmental delay – the progress check will identify strategies the school intends to adopt, and identify if a referral to an external service or agency is recommended for additional support.
- The Reception Baseline Assessment (RBA) – This is administered within the first six weeks that a child starts Reception. It provides a starting point for measuring school-level progress from Reception to the end of Key Stage 2. This information is not reported to parents/carers.
- The Early Years Foundation Stage Profile (EYFSP) – This is completed in the final term of Reception. Teachers assess each child against the 17 Early Learning Goals (ELGs), indicating if they are meeting the expected level of development (expected), or not yet meeting the expected level of development (emerging). The EYFSP is shared with parents/carers to, the Year One teacher and the Local Authority.

We also complete a non-statutory transition document for each individual child to support their transition from pre-school to Reception.

In line with the rest of the school, children in Reception are assessed at the start of the year to provide a baseline, and then at the end of the Autumn, Spring and Summer terms. We use Evidence Me to record these assessments against the Development Matters objectives and the Early Years Framework Early Learning Goals.

As part of our initiative towards Early Identification in the Early Years and with our school drive towards improved oracy we use the Early Screening and Intervention (EASI) Pack to carry out speech and language checklists for every child in the EYFS. These review children's receptive

language, expressive language and language in social contexts. They help to identify children with speech and language needs and speech and language trends across a cohort. We complete these initially in September and then review and update them throughout the year.

## **6. Working with parents and carers**

EYFS staff at Callowell work in close partnership with parents and carers to ensure children feel safe, supported and able to make the best possible progress. Open positive communication is encouraged through daily informal discussions at drop-off and pick-up times, alongside planned opportunities for more formal discussions, including two parent meetings per year.

Statutory and non-statutory assessments, including progress checks and transition documents, are shared and discussed with families to support continuity of learning between home and school. By working collaboratively with parents and carers, we ensure a consistent approach that supports children's wellbeing, and their learning and development.

Every child is assigned a key person, whose role is to ensure that their care and learning are tailored to meet their individual needs, to help them become familiar with the setting, and to provide a settled and secure relationship. The key person must also build effective relationships with parents/carers and support families to engage with other professionals where appropriate.

The purpose of a key person is to:

- Support children's emotional security and wellbeing.
- Promote children's learning and development through a strong understanding of their needs, interests and stage of development.
- Act as the main point of contact for parents, sharing information about progress and care.
- Support children through settling-in and transitions.

Parents can visit or contact the school office for any required information or support and are kept up-to-date on school news and information through Class Dojo and our school website.

## **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.
- Ensure all staff feel supported and confident in implementing our safeguarding policy and procedures.
- Renew training 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.

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.

## 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 Chair of the Governing Board.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing.

### 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.

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

### 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 LADO, within 48hrs 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 Principal 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 CEO or SDB, 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 Principal, SDB 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**

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children.
- For children aged 3 and over:
  - Where there is a person with qualified teacher status, early years professional status, or early years teacher status, an instructor or another suitably-qualified, overseas-trained teacher:
    - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children.
    - For all other classes, we have 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 after attaining experiencebased route status.
- Where a person with the above qualification is not working directly with the children, we have at least 1 member of staff for every 8 children.
  - At least 1 member of staff must hold an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experiencebased route status.
  - At least half of all other staff hold an approved level 2 qualification.
- We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

## **8.3 Paediatric first aid (PFA)**

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

## 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're 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 for more on this, including our expectations of parents/carers to report child absences.

## 8.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by:

- Discussing the importance of tooth brushing twice a day.
- Discussing the impact of sugary foods and drinks on teeth, helping children to understand healthy choices in an age-appropriate way.
- Encouraging drinking of water throughout the day.
- Establishing consistent daily routines that promote good hygiene, including regular handwashing, toileting routines and personal care.
- Providing daily fruit snacks, milk and healthy lunch choices (provided by Caterlink).
- Promoting physical development through daily opportunities for active play, outdoor learning, and fine and gross motor activities.
- Discussing the importance of rest and wellbeing, including sleep, calm times, and self-regulation strategies.
- Supporting children's emotional health by building strong, secure relationships, using key person systems, and encouraging children to talk about their feelings.

In Reception, we have introduced the 'Big Brush Club' supervised tooth brushing programme, to further support children's oral health. This is voluntary and we follow [government guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy, can be found on our 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 or highchair and, where possible, 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 action plans for their child – with the help of health professionals, where appropriate o We will also keep this information up to date and share it with all staff.
- Discuss their child's progress with solid foods.
- Work with them to move on to the next stage at a pace that's right for their child.

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 written 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:

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

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

## **9. Monitoring arrangements**

This policy will be reviewed and approved b School Development Board every 2 years.

At every review, the policy will be shared with the governing board.

## **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.

Statutory policy or procedure for the EYFS
Safeguarding policy and procedures
Procedure for responding to illness
Administering medicines procedure
Lockdown procedures
Procedure for checking the identity of visitors
Procedures for a parent/carer failing to collect a child and for missing children
Complaints Policy