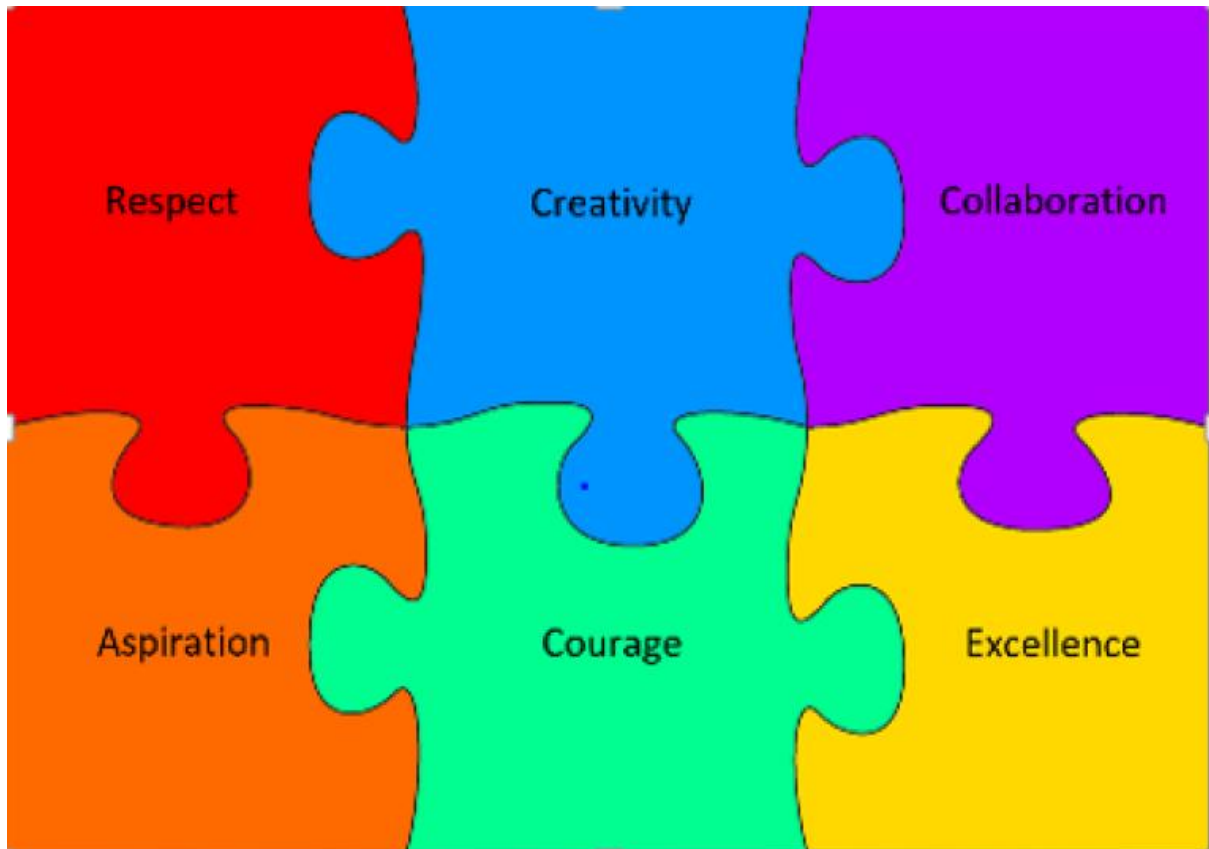


Randlay Primary school and Nursery and Nursery



EYFS Policy

Revised and updated annually-June 2026

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

Childcare Act 2006

The Safeguarding Vulnerable Groups Act 2006

The GDPR Compliance 2018

Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to, the following:

DfE (2025) 'Statutory framework for the Early Years Foundation Stage'

DfE (2025) 'Keeping Children Safe in Education'

DfE (2026) 'Working together to safeguard children'

DfE (2023) 'The prevent duty'

This policy is intended to be used in conjunction with the following school policies:

Assessment Policy

Attendance Policy

Intimate Care Policy

Behaviour Policy

Special Educational Needs and Disabilities (SEND) Policy

Teaching and Learning Policy

Child Protection and Safeguarding Policy

Allegations of Abuse Against Staff Policy

Administering Medication Policy

Health and Safety Policy

Recruitment Policy

Data Protection Policy

Complaints Procedures Policy

Roles and responsibilities

The Governing body has the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy.

The Governing body has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.

The Governing body has the overall responsibility for the implementation of this policy.

The Governing body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS Co-ordinator, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

Intent

In the EYFS at Randlay Primary school and Nursery and Nursery our curriculum is driven by our school ethos of '**Working together as one**', which values collaboration, aspiration, courage, excellence, respect and creativity.

Across our EYFS, we follow the **Early Years Statutory Framework for the Early Years Foundation Stage**, published in September 2021 by the DfES. The Foundation years are crucial to enable children to develop into resilient, independent learners who are creative and think critically and thus become

school ready. Through the Foundation Stage curriculum, we believe children have the right to reach their full potential and be the best that they can be.

Implementation

Our ethos is that children learn best through active learning and play. Play helps children to learn and develop through doing and talking, which research has shown to be the means by which children think. Our Early Years setting is equipped with a wide range of resources across a variety of learning areas that supports the seven areas of the EYFS curriculum. These are skilfully developed and planned for by staff to provide meaningful experiences and create learning opportunities for pupils across an engaging and enhanced environment both inside and out. Adults work alongside children during their play modelling skills, encouraging independence, giving them chance to rehearse and embed newly acquired knowledge and skills, whilst providing opportunities to scaffold learning, deepen understanding and challenge thinking. Within the EYFS we recognise the importance that the environment has on learning. Hence practitioners provide a rich, inquisitive environment to spark the children's natural curiosity. Our EYFS environment is a space in which learning opportunities are rich, inviting and high quality. Continued investment by staff in this environment is essential in developing an evolving and engaging learning haven for young children. Our use of natural materials enables our children to engage with seasonal changes and the real world first-hand, enhancing their learning offer exponentially. We place great emphasis on outdoor learning with access to our outdoor and Forest school areas built into our curriculum. Alongside our enabling environment we ensure children learn through a careful balance of both child led and adult led activities. A strong over-arching theme drives the learning and provides real life contexts for children to develop skills and knowledge about their world. Our themes are chosen to give a balance of all areas of learning across the curriculum with a focus on creativity, discovery and exploration. The theme, along with the children's interests and needs, is reflected in the environment, which is enhanced to create awe and wonder, and to enthuse children to engage in and extend their own learning. There is a clear focus on stories, vocabulary, communication and language-all integral skills that enable learning across all areas. We endeavour to adapt our offer to meet the needs of each cohort, offering additional support and learning opportunities for those who need it, catering for the unique child. We review and reflect our EYFS offer across the seven features of effective practice outlined in the Early Years Statutory Framework (2021).

Our Pedagogy

At Randlay Primary school and Nursery our ethos is that children learn best through a well-balanced approach of purposeful play and adult-lead learning activities. Play helps children to learn and develop through doing and talking, which research has shown to be the means by which young children think. Our Early Years setting is equipped with a wide range of resources across a variety of learning zones that supports the seven areas of the EYFS curriculum.

Prime Areas - vital for early development:

- Communication and Language
- Physical Development
- Personal, Social, and Emotional Development

Specific Areas - build upon the prime areas:

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

The areas of learning are skilfully developed and planned for by staff to provide meaningful learning experiences across an engaging and enhanced environment both inside and out. Adults work alongside children during their play modelling skills, encouraging independence, giving them chance to rehearse and embed newly acquired knowledge and skills, whilst providing opportunities to scaffold learning, deepen understanding and challenge thinking. Adult-led activities are vital to ensuring that all children are taught the knowledge, skills and understanding in-line with our curriculum, allowing children to revise, use and develop new knowledge and skills.

Assessment

At Randlay Primary school and Nursery children are assessed throughout the day through the engagement and observation of the children. These achievements are updated termly on our electronic tracking system. Assessment information is vital to the learning and development of the children so that all adults know each child's journey, the knowledge and skills they have and those that they need to be developed. This is used within planning daily, weekly and

half-termly to scaffold children's learning. All adults who work with the children in our setting are included in the assessment process. This includes parents, outside agencies and staff at school. Assessment information is used to analyse the gaps and strengths of the children and cohort and is fed directly back into our planning to close gaps in learning and development, and plan challenging activities. It is also used to drive Pupil Progress meetings to ensure we are helping and encouraging children to achieve to their full potential, including the most vulnerable pupils and identify any children who need extra support. We use observation checkpoints throughout the year to see whether children are on track or need support. Using observation checkpoints helps us to notice whether a child is at risk of falling behind in their development. Using our professional judgement and understanding of child development, practitioners intervene quickly and effectively. At times, an individualised learning plan will be implemented, or referrals will need to be made to professionals such as Speech and Language Therapists, Learning Support Advisory Teachers, Occupational Therapists or the Inclusion Service. At this point the school SENCo is involved, and parents are offered support and guidance.

Each child is assessed using the EYFS Baseline within 6 weeks of entering Reception. Identified children will be screened using the Talk Boost/Time to Talk assessments in Nursery and Reception. At the end of the child's time in the Foundation Stage their attainment is recorded against the Early Learning Goals in the Profile handbook. The profile will provide parents/carers, teachers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels and their readiness for Year 1.

All adults within the Foundation Stage are committed to fostering children's learning by:

- Assigning a Key Person to each child
- Creating a safe and secure atmosphere that children feel happy, safe and secure within
- Engaging with children during their activities, modelling and scaffolding their learning
- Encouraging children to be independent and problem solvers
- Taking an active part in planning for and assessing each child in the setting

- Working alongside all adults and children within the setting fostering good relationships
- Tailoring learning and developing to children's needs

At Randlay Primary school and Nursery each child in the Foundation stage has a key person. This key person is available for the children and their families to create a close relationship with an adult within the setting who they can communicate with ease. In Reception this is the class teacher or teaching assistant.

Inclusion

At Randlay Primary school and Nursery we give our children every opportunity to achieve their best. We value the diversity of individuals within the school. All children are treated fairly regardless of race, gender, religion or any protected characteristics. All children and their families are valued within our school. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We do this by taking account of our children's range of life experiences when we are planning for their learning. We plan to meet the needs of both boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children from different ethnic groups, and of those from diverse linguistic backgrounds. We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence, independence and resilience.
- using a variety of teaching strategies that are based on children's learning needs.
- providing a wide range of opportunities to motivate and support children, and to help them to learn;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills; monitoring children's progress, and providing support (such as speech therapy)

Impact

At Randlay Primary school and Nursery and Nursery we want to ensure children leave the Foundation Stage ready for the next stage in their learning. We want them to have a rich vocabulary, deep knowledge and enjoyment of stories and be equipped with the learning abilities and characteristics that will enable them to become successful learners. We strive to develop readers and writers who are phonically able and independent, mathematicians who have a deep number sense, and learners who have experiences that develop a rich sense of the world around them. We aim to create happy, healthy children, who are good citizens and friends, and who truly love to learn. We endeavour for our pupils to have all six of our school's core values embedded by the time they leave EYFS.

The welfare and safeguarding requirements

Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them. We adhere to all of the EYFS welfare and safeguarding requirements as outlined in the Statutory requirements 2025. We also have whole school policies and practices which include the EYFS. We implement Working Together to Safeguard Children, Prevent Duty Guidance and KCSIE Statutory Guidance. The designated safeguarding lead is responsible for safeguarding children and liaising with local children's services as appropriate. There is one designated safeguarding lead who works in EYFS, our EYFS Co-ordinator (Kate White). Our main DSL is our Headteacher and she is responsible for liaising with local statutory children's services. Staff receive regular safeguarding training.

Attendance

Children are released to named persons only, using checks and passwords if needed. If any child is late being collected parents/cares will be contacted by telephone once a period of 10 minutes has elapsed. The child will be kept in Nursery during this time. If no contact is made after a period of 30 minutes and the Nursery sessions have ended the child will wait in the Reception area supervised by a known adult.

We ask that all non-attendance is notified. Any unnotified attendance is followed up by our attendance staff with a telephone call. Long term unnotified absence may necessitate a safe and well check by our pastoral team. (See Attendance Policy for further details).

Staffing

Staffing arrangements must meet the needs of all children and ensure their safety. Staffing ratios are adhered to ensure children are adequately supervised, especially whilst eating. Children are always within sight or hearing of an adult.

At Randlay Primary school and Nursery we ensure that people looking after children are suitable; they must have the relevant qualifications, training and have passed any required checks to fulfil their roles. We take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced. We also ensure that any person who may have regular contact with children is suitable through DBS checks. We ensure that staff have sufficient understanding and use of English to ensure the well-being of children in our care. Staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

Appropriate whistleblowing procedures in place for all staff (including students and volunteers) to raise concerns about poor or unsafe practice in the setting's safeguarding provision.

Staff taking medication/other substances

Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a practitioner is taking medication which may affect their ability to care for children, they are asked to seek medical advice. Practitioners must only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises is stored securely, and out of reach of children, at all times.

Paediatric First Aid

Both Reception classes have a least one member of staff who has current Paediatric First Aid training and in Nursery all staff hold the training. A first-aid box is located in each EYFS area. The EYFS Co-ordinator or class teacher will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents using the school's Accident form. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The

school's Administering Medication Policy outlines the procedures for administering medicines.

Smoking and vaping

Smoking and vaping are not permitted on site. Posters are used around the school to indicate that it's a non-smoking/vaping zone.

Mobile phones and devices

Posters are used around the school to indicate that it's a mobile free zone. Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission. Staff mobile phones must be switched off in class. Staff members must only use personal mobile phones or cameras when children are not present. Staff are provided with a school device to ensure that only school devices are used to take photographs and videos. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent. School devices must have passcode protection. School devices must not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved. At Randlay Primary school and Nursery we strongly advise against the publication of any photographs or videos taken at the school or school events on social media. Policies related to watches and equipment containing recording devices can be found in our whole-school safeguarding policy.

The Learning environment

Space requirements are adhered to. We use our large outdoor area at all times to promote physical activity and learning. There are toilet facilities available to the EYFS, and there are hygienic changing facilities located here containing a supply of spare clothes. Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting. Further guidance can be found in the Intimate Care Policy. Clear risk assessments are in place for the classrooms and outdoor area as well as detailed cleaning and hygiene procedures across EYFS. The school has a Fire Evacuation Plan in place.

Additional risk assessments are carried out when children are taken off site for educational visits.

The school takes all reasonable steps to prevent unauthorised persons entering the premises and checks the identity of visitors. All staff wear identification tags

Supporting and understanding children's behaviour

Managing behaviour is done following the school's behaviour policy. Randlay Primary school and Nursery does not threaten corporal punishment and does not use or threaten any punishment which could adversely affect a child's wellbeing. Sometimes physical intervention may be taken for the purpose of averting immediate danger of personal injury to any person or to manage a child's behaviour if absolutely necessary. The school keeps a record of any occasion where physical intervention is used, and parents are informed on the same day, or as soon as reasonably practicable.

Health, Food and Drink

Our school meals are prepared on site in the kitchen using fresh ingredients and staff have received training around healthy eating and food hygiene requirements. In Nursery we have a hygienic preparation and storage space for snacks. We only allow water in bottles, or milk in a cup for nursery children. Fresh drinking water is available at all times. We offer fruit and a non-sugary carbohydrate option for snack time in Nursery and Reception. Staff have been trained to cut the fruit appropriately for the age of child to reduce the risk of choking. We ensure there is always a Paediatric first aider in the room when children are eating, and we ensure children are seated to eat so we can monitor them easily. Staff have received training around choking, including safe practices to minimise choking risks, as well as what to do if a child is choking or stops breathing. Guidance is followed as set out in the Sept 2025 EYFS Statutory Framework, and the First Aid Policy for school has been updated to reflect what staff should do, following a choking incident. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded prior to a child being admitted to the setting. This information is shared with all staff involved in the preparing and handling of food. At each mealtime and snack time all staff are responsible for checking that the food being provided meets all the requirements for each child.

In the EYFS we follow the Brilliant Brushers programme to promote good oral hygiene.

Admissions

We follow the admissions procedures as set out by Telford and Wrekin council for admitting school age children. For Nursery places, parents liaise with the Nursery lead or school Business Manager.

Equal Opportunities

This policy adheres to all the principles, aims and objectives set out in the school's Equal Opportunities and Equality Policy.

The Role of the EYFS Co-ordinator

The Early Years Co-ordinator has overall responsibility for the implementation of the Early Years Policy and the day-to-day implementation and management of the Early Years Policy, the EYFS Statutory Framework as well as other key documents. They will monitor the environments, check planning and speak to children regularly to ensure our policy and curriculum is working effectively. Staff, including teachers, Teaching Assistants and Nursery Practitioners will all undertake 'Supervision' with the EYFS Co-ordinator each year.