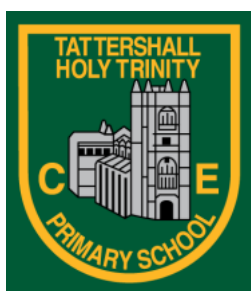


# Early Years Foundation Stage (EYFS) policy

## Holy Trinity Primary School



**Approved by:**

Donna Kaynes

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**Last reviewed on:**

**Next review due by:**

August 2026

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### Our School Vision:

Inspired by God the Trinity and St Julian of Norwich, we have a vision to be an **aspirational** school that **honours and celebrates** each person. We work together to deliver excellence in learning so that our interests and talents can be **nurtured** for the benefit of the whole community. We are **knit together** by our shared values and we are **rooted in hope** for the future.

**“All shall be well because we are knit together and rooted in hope.”**

### LAAT Vision:

Our Excellence, Exploration and Encouragement powered by Equity vision statement encapsulates the Trust we are today and the Trust we aspire to be in the future. It has meaningful resonance with the work we do and our commitment to overcoming the social inequality faced by our children and young people. We are passionate about improving the life chances of every child in our care, meeting them where they are.

### Introduction.

*‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’*

EYFS (March 2021) Statutory framework for the Early Years Foundation Stage

## 1. 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

We have one Early Years Foundation Stage here at Holy Trinity C of E Primary School.

Our lessons start at 8:45am and finish at 3.15pm.

In the mornings, the children will engage in Read Write Inc phonics, Maths and English. In addition to this, during the afternoon the children will participate in one of the following lessons across the week. Science, RE, PSHE, History, Geography, PE, or Music.

Throughout the day children will have opportunities to work as part of a whole class, in small groups and individually. This will take the form of adult led, adult initiated and child-initiated activities across both indoor and outdoor provision.

## 4. 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 staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. Learning also includes links to our six Christian School Values, British Values and Protected Characteristics.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience.

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. Concerns will be discussed with parents, the class teacher and the SENDCO.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing and take these into account.

Early intervention is put in place to ensure that all children make good progress.

## 4.2 Teaching

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Unconditional positive regard is used throughout the school by all staff to ensure each child feels valued and a part of our school community.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

## 5. Assessment

At Holy Trinity, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA).

Teachers continue to track progress across the year making judgements at key assessment points, set out by the trust. This data is analyzed and shared with the senior leadership team to ensure that all pupils are making good progress and are on track for achieving a good level of development by the end of the year.

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

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

## 6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents and/or carers.

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

EYFS staff help to make sure that their learning and care is tailored to meet their needs. The class teachers support parents and/or carers in guiding their child's development at home. They also help families to engage with more specialist support, if appropriate.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

## 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 [child-protection-and-safeguarding-policy-25-26-holy-trinity-tattershall.pdf](#)

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 [child-protection-and-safeguarding-policy-25-26-holy-trinity-tattershall.pdf](#)

### 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 Head of School. If the concern is about the Head of School, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to Executive Headteacher.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing [whistleblowing-policy-march-2025-1.pdf](#)

### **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.

See our child protection and safeguarding policy [child-protection-and-safeguarding-policy-25-26-holy-trinity-tattershall.pdf](#) 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 Head of School or Executive Head teacher – referred to from here as the 'recipient' – the school will follow our complaints policy [complaints-policy-v2.pdf](#)

#### **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 Head of School or Executive 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

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 3 and over: We comply with infant class size legislation and have at least 1 teacher per 30 pupils

## 8.3 Paediatric first aid (PFA)

We have several members of both teaching and support staff with 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 and several deputy Safeguarding leads who have 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 [attendance-policy-v2-002-ht.pdf](#) 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 explicitly teaching the children about good oral hygiene such as:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy, which can be found here [child-protection-and-safeguarding-policy-25-26-holy-trinity-tattershall.pdf](#)

## 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, 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.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate.
- We will 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 in all classrooms and other key areas around the school site (which contain appropriate items for children). These are 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:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as spare clothes
- 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 by the Head of School annually.

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. For a full list of our policies, see [Policies | Holy Trinity CofE Primary School](#)

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	<a href="#">child-protection-and-safeguarding-policy-25-26-holy-trinity-tattershall.pdf</a>
Procedure for responding to illness	<a href="#">supporting-pupils-with-medical-conditions-policy-v3-2.pdf</a>
Administering medicines policy	<a href="#">supporting-pupils-with-medical-conditions-policy-v3-2.pdf</a>
Procedure for checking the identity of visitors	<a href="#">child-protection-and-safeguarding-policy-25-26-holy-trinity-tattershall.pdf</a>
Procedures for a parent/carer failing to collect a child and for missing children	<a href="#">child-protection-and-safeguarding-policy-25-26-holy-trinity-tattershall.pdf</a>
Procedure for dealing with concerns and complaints	<a href="#">complaints-policy-v2.pdf</a>