



Westwood Primary School

Early Years Foundation Stage Policy

Approved by: Anna Coltman

Date: January 2026

Next review: January 2028

Contents

1. Aims
2. Legislation
3. Curriculum
4. Assessment
5. Working with parents and carers
6. Admissions
7. Transitions
8. Staff
9. Safeguarding and welfare procedures
10. Monitoring arrangements

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. 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

3.1 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.

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 which focusses on first hand experiences.

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

3.2 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.

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.

3.3 Provision

The Pre-school and Reception classroom and outside space is divided into 'areas of provision' in order to enable children to develop and consolidate their skills by accessing a range of resources which are continuously available for them to use, either independently or as part of teacher-led activities. These 'areas of provision' provide children with access to sand, water, playdough, writing equipment, number games, construction toys, books, role play and technology.

We are fortunate in that Pre-school and Reception share a large, well-resourced outside space. This enables us to ensure that children can develop their gross motor skills regularly and provides countless opportunities for large-scale creative work, scientific investigation, mathematical enquiry and co-operative play. We have a Forest area on site, which enables children to develop their learning outdoors in a natural environment, promoting risk taking, teamwork and developing their understanding of the natural world.

4. Assessment

At Weetwood Primary school, 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 pre-school and reception, staff will administer a baseline assessment. 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 EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in the EYFS provision and complete their profile at the end of the year before they move into year 1.

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.

5. 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 EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to make sure that their learning and care is tailored to meet their needs. The key person and class teacher will support parents and/or carers in guiding their child's development at home.

5.1 Homeschool links

At Weetwood, we are keen to establish and maintain strong links between home and school. We use a system called Class Dojo. Class Dojo is an online rewards system which also provides a messaging service directly to the class teachers. News is shared on either the whole school or individual class pages to showcase what is happening in school on a weekly basis. This platform also gives parents the opportunity to see what their child has been up to in the Foundation Stage through observations containing pictures and videos. Likewise, parents and carers can upload observations from home that can then be shared with their class at school. This fantastic resource promotes the home school links that are embedded here at Weetwood. We actively encourage families to use Dojo.

We often invite families into school for 'share our learning' mornings where families can see what is going on in school from Nursery to Year 6.

6. Admissions

6.1 Admissions into the pre-school.

Every child is entitled to 15 free hours of Nursery Education a week. Weetwood Nursery also offer the 30 free hours of childcare to those who qualify. More information can be found on www.childcarechoices.gov.uk

We aim to be as flexible as possible regarding the sessions you require, please contact Rebecca Haworth to discuss your needs. Weetwood Pre-school is open in term time during the school day hours, but WOOSC (Weetwood Out Of School Club) is available to all Nursery children from 7.30-9am and 3-6pm Mondays to Thursdays and 3-5pm Fridays. WOOSC also provides an excellent school holiday play scheme.

6.2 Admissions into Reception

Children are admitted into the reception class at the start of the academic year in which they have their 5th birthday. All children are entitled to a full-time place in school; places are allocated by Leeds City Council admissions team, not individual schools. Please visit <https://www.leeds.gov.uk/schools-and-education/school-admissions> for more information.

7. Transitions

All children starting in our Nursery have home visits prior to their child starting nursery. This gives children the security of meeting with their teacher in a safe, familiar environment.

Children starting Reception have settling in sessions with their new class teacher and teaching assistants in the summer term. Children coming from different settings to our Reception are visited, where possible, by the reception class teacher. In the summer term, all our reception children visit the Year 1 teacher for settling in sessions.

8. Staff

8.1 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
- Safeguarding training is delivered through whole staff meetings, online training and staff have opportunities to put training into practise during staff briefings when different scenarios are explored.

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

8.2 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

8.3 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 Early Years leader or Headteacher. If the concern is about the Early Years leader or 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 (Ed Langham).

9. 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.

9.1 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).

9.2 Investigating the concern

When a concern is received by the DSL or headteacher they will:

- Meet with the person raising the concern within a reasonable time.
- Get as much detail as possible about the concern at this meeting.
- 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 governing body, if appropriate. In some cases, the DSL/headteacher may need to bring in an external, independent body to investigate.

9.3 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 have at least 1 member of staff for every 13 children
- At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002

- 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 experience-based route status

For our reception class:

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

9.4 Paediatric first aid (PFA)

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

9.5 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

9.6 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.

9.7 Oral health and tooth brushing

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

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

9.8 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.

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
- 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.

9.9 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.

9.10 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.

9.11 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities for those that need them
- An adequate supply of spare clothes
- Separate toilet facilities for adults

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

10. Monitoring arrangements

This policy will be reviewed and approved by Anna Coltman (Early Years Leader) every year. At every review, the policy will be shared with the governing board.