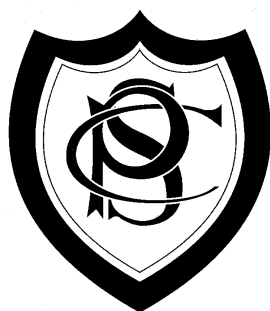


# Early Years Foundation Stage (EYFS) policy

## CAVERSHAM PRIMARY SCHOOL



**Date: January 2026**

**To be reviewed: January 2027**

### **Caversham Primary School is a Rights Respecting School**

*Article 28- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

#### **Article 29**

*Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

*Article 13- You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.*

<b>Written by:</b>	S Brown (EYFS Lead and Deputy Head)	<b>Date:</b> 13 <sup>th</sup> January 2026
<b>Approved by:</b>	Mrs J Grover & Mrs C Jones-King (Co-Heads)	
<b>Last reviewed on:</b>	January 2026	
<b>Next review due by:</b>	January 2027	

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### 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

The Early Years Foundation Stage (EYFS) refers to the learning and development that children experience from birth to the end of the Reception Year.

A child's development during early childhood provides the foundation on which children build the rest of their lives.

We believe that learning should be a rewarding and enjoyable experience in which children explore, investigate, discover, create, practise, rehearse, repeat, revise and develop their knowledge, skills, understanding and resilience. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

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## 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

When planning and guiding children's activities, our practitioners reflect on the different ways that children learn and ensure that the characteristics of effective learning are embedded into our practice.

The characteristics of effective teaching and learning are:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties.
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create weekly plans based on a series of topics outlined in our EYFS curriculum progression map, each of which offers experiences in all seven areas of learning. Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

### 4.2 Teaching

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At Caversham Primary School, our EYFS practitioners focus on the holistic development of the child through *high-quality interactions, purposeful environments and strong adult-child relationships*.

#### High-Quality Interactions

- Sustained Shared Thinking: Adults engage children in meaningful conversations, in which both adult and child contribute to a deep level of thinking
- Active Listening: Children are given time to process and respond rather than rushing interactions
- Narration and Scaffolding: Staff encourage children to describe what they are doing in order to build vocabulary and help them to reach the next step in their learning journey

#### Learning Environment and Play

- Play-Based Learning: We recognise play as the 'natural' way that children learn and provide opportunities for both child-initiated and adult-initiated play
- Continuous Provision: We provide stimulating and well-resourced indoor and outdoor play areas that encourage exploration, curiosity and independent learning
- Individualised Instruction: Adapting the environment and activities to meet each child's interests and developmental stage

We make sure that the children experience the three key characteristics of effective teaching and learning:

- **playing and exploring**
- **active learning**
- **creating and thinking critically**

In Reception, we aim to create a firm foundation for literacy by teaching Phonics from the beginning of Term 1. Our chosen scheme, *Rocket Phonics*, introduces letter-sounds in the order of natural speech development and allows each child to begin their reading journey through a focus on oral communication and phonemic awareness.

In Maths, Mastering Number aims to secure firm foundations in the development of good number sense for all children, building fluency in calculation and a confidence and flexibility with number in preparation for the transition into Key Stage 1.

## 5. Assessment

At Caversham 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, addressing 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), in accordance with the EYFS Statutory Framework (2025):

*The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for primary progress measures. Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school.*

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 local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

## 6. Working with parents and carers

Caversham Primary School recognises that children learn and develop best 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 in a number of ways, including Tapestry, Google Classroom and regular newsletters. 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.

## 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 [available at <https://www.cavershamprimary.org/safeguarding/safeguarding-policies>]

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. 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 policies for more information.

[available at <https://www.cavershamprimary.org/safeguarding/safeguarding-policies>]

### 8.1 Responding to allegations or concerns

If a member of staff has concerns about a child's safety or welfare, they will immediately notify the DSL team in school, in line with our safeguarding policy. If appropriate, a DSL will refer any concerns to the local authority safeguarding team for further support or guidance.

For further information, please refer to our safeguarding policy.

[available at <https://www.cavershamprimary.org/safeguarding/safeguarding-policies>]

### 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:

- 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 DSLs 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 from school, a member of our office team will call clarify the reason for absence.

See our attendance policy [<https://www.cavershamprimary.org/key-information/attendance>] for more on this, including our expectations of parents/carers to report child absences.

## 8.6 Health education

We promote good oral health, as well as good health in general, in the early years through the teaching of our *Marvellous Me* topic and role play. This includes, but is not limited to:

- Learning about our different body parts
- The importance of washing ourselves and being hygienic
- Brushing our teeth regularly

The rest of our safeguarding and welfare procedures are outlined in our school' child protection and safeguarding policies, which can be found here: <https://www.cavershamprimary.org/key-information/school-policies> .

## 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 and appropriately.

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 in the the EYFS team.

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 also keep this information up to date and share it with all staff

## 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:

- Enough toilets and hand basins available for the children
- An adequate supply of necessary items such as spare clothes
- Separate toilet facilities for adults

If a child has a medical condition or additional needs that require nappy changing facilities, this can be provided.

## **9. Monitoring arrangements**

This policy will be reviewed and approved by the Co-Heads or KS1 Deputy Head every year.

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

For a full list of our policies, see <https://www.cavershamprimary.org/key-information/school-policies>.