FOUNTAINS

PRIMARY SCHOOL

Always achieving our potential

EYFS Policy

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1. Aims

At Fountains Primary School, we aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

We aim to:

- Provide a safe, challenging, stimulating environment which is sensitive to all children's needs.
- Provide a broad, balanced, sensitive and creative curriculum which sets in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Engage in a 'can do' approach which supports each child's individual progress
- Enable choice and decision making which fosters independence and self confidence
- Work in partnership with parents and value their contributions irrespective of ethnicity, culture, religion, home language, disabilities, gender or ability.
- Provide an inclusive programme of activities for all children.

2. Legislation

This policy is based on the Early Years Foundation Stage Statutory Framework for Group and School-Based Providers effective from 1 September 2026.

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

3. Structure of the EYFS

All children starting Fountains Primary School in Nursery or Reception (Penguins Class) will follow an Enhanced Early Years curriculum, Differentiated Early Years Outcomes (DEYO) aligned to Birth to 5 Matters.
Within Fountains Primary school, there are 2 additional classes within school where the children continue to follow the EYFS curriculum to the end of Year 3 when developmentally appropriate, for example, when they have not met any of the Early Learning Goals. These classes are Seals and Whales (Year 1 to Year 3). Pupils continue to access a curriculum informed by EYFS principles and developmental outcomes where this is appropriate to their learning needs.

Whilst all staff work with all children in EYFS, each child is supported by an identified class team who help to ensure that their learning, development and care needs are met. Staff contribute to observation, assessment and planning under the guidance of the class teacher.

Within Nursery, children are able to access up to 15 hours a week (unless offered otherwise). From Reception, all children access 32 hours a week full time.

4. Principles into Practice

The EYFS is based on four principles:

• **A unique child.** We recognise that every child is an individual learner who has the potential to be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement to encourage and develop a positive attitude to learning.

• **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful relationships with our children and their families.

• **Enabling environments.** We recognise the effect the environment plays in supporting and extending the children's learning. Through observation, we assess the children's interests, stages of development and learning needs before planning challenging activities and experiences to extend their learning.

• **Learning and development.** The Early Years department is organised to allow children to explore and learn safely. There are areas for children to be active, be quiet and to rest. The room is set up in learning areas and children have access to other activities or resources if they choose.

5. Curriculum

Our Early Years setting follows the curriculum as outlined in the 2026 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and 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

The prime areas are strengthened and applied through 4 specific areas:

• Literacy

• Mathematics

- Understanding the world

- Expressive arts and design

This curriculum is delivered with differentiated adult led tasks and planned learning opportunities matching each individual child and meeting each of the 7 areas. This method develops each child's cultural capital and the teaching of relationships, social interactions and culture. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. At the core of this is the 'Unique Child', who is constantly learning and can be resilient, capable, confident and self-assured' (EYFS, 2026). All classes have access to an outdoor space and this is used in a range of ways appropriate to the class, for example as free-flow or for specific teaching activities or Forest School.

We ensure that all children experience the awe and wonder of the world in which they live, through the seven areas of learning. The classes that follow the Early Years curriculum follow an EYFS Long Term Plan with carefully planned Early Years sequential projects, lifted directly from the Cornerstones curriculum and then further differentiated by the class teachers. Where a child has a specific need, staff use specialist support and link with relevant services from other agencies for example, the Teacher of the Deaf, Visual Impairment support or Speech and Language Therapist input to enable them to fully access the curriculum.

Alongside this is planned daily time for the teaching of Communication and Language, early reading and phonics, wherever appropriate. Reading is taught through the Read Write Inc programme. This programme is a structured synthetic phonics programme that teaches both reading and spelling. The child progresses through the scheme according to their individual needs. A lot of revision and repetition is built in, as well as the application of phonic skills in all reading and writing. Research shows that children are best taught using this approach leading to better word reading, spelling and reading comprehension. (Johnson et al, 2012). All children within EYFS have the opportunity to explore and take home books from the school library.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning. Each child is supported by identified members of staff who work closely with the class teacher to meet their learning, development and care needs. Staff contribute to observation, assessment and planning and work in partnership with parents/carers and other professionals.

6. Assessment

At Fountains Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check'

highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the end of the child's reception year, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

All children following the Early Years curriculum will have an individual tracker which teachers will update and data will be shared with parents/carers three times a year. Progress is monitored through 5 steps (emerging, acquiring, developing, generalising and secure) before moving onto the next range (1-6).

7. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. They will receive information on their child's attainment and progress each term which will be discussed at three parents' evenings, providing parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We will develop strong partnerships between school and parents/carers as follows:

- By providing a contract between home and school
- By publishing a newsletter each half term outlining the topic and ways parents can support their child's learning
- By providing a homework challenge sheet every half term linking to the current Cornerstones topic
- By inviting parents/carers in every term for a 'Stay and Play' session
- By inviting parents/carers in every term for lunch with their child
- By operating an "open door policy"
- By conducting workshops for parents and carers
- By sharing Learning Journeys with parents and carers
- By messaging through our online communication app 'Reach more parents'.
- By responding to parents requests as soon as possible and aim to respond to phone calls the same day.

7.1 Wrap around care

Fountains Primary School provides Breakfast Club and After-school Club which can be accessed by all children in Nursery and Reception. Parents/carers can also sign their child up for summer holidays activities provided by school.

8. Safeguarding and welfare

We promote good health and making healthy choices at Fountains Primary School through:

- Offering a range of nutritious foods making up a balanced diet from our school kitchen, if a school dinner is requested.
- Following set procedures when children become ill or have an accident.
- Practicing self-care routines through role play activities
- Encouraging independence during self-care/self-help tasks
- Having drinking water available to children at all times

8.1. Safeguarding

All personal mobile phones, cameras and electronic devices with image sharing capabilities are put away in a separate room to the children. On arrival, visitors are told to turn off mobile devices and keep them away. 'No mobile phones in class' signage is up around the EYFS building.
Staff use electronic devices, including iPad's and cameras, to take pictures of the children when working; all children have permissions from parents/carers regarding image sharing permissions which all staff are aware of. Ipad's that children use within school are locked with child safety settings and restrictions and children are supervised by a member of staff at all times when using electronic devices.

All allegations of harm or concerns regarding the suitability of adults working with or living on premises used for childcare will be managed and reported in accordance with EYFS requirements and the school's safeguarding procedures.

Safeguarding in EYFS is led by the school's Designated Safeguarding Lead (DSL) and Deputy DSLs. Details are published within the school's Safeguarding and Child Protection Policy and made available to all staff, volunteers and parents.

8.2. Safer Recruitment

The school ensures that all staff, students, volunteers and contractors meet suitability requirements. No new member of staff will begin working with children before the necessary safer recruitment and vetting checks have been completed in line with statutory requirements.

8.3. Staffing

Staffing levels within the EYFS are determined by the needs of the children and take account of individual risk assessments, medical needs, communication needs, personal care requirements and Education, Health and Care Plans (EHCPs). The school ensures that sufficient suitably qualified staff are deployed at all times to safeguard children and support their learning and development, in line with the statutory guidance.

8.4. Attendance

EYFS follow the same absence procedures as the rest of the school. Please see the attendance procedures outlined in our attendance policy. School must follow up on absences promptly. If a child is absent for a prolonged time or without notice from the parent/carer, providers must make attempts to contact the child's parents/carers, and emergency contacts. School should hold more than 2 emergency contact numbers for each child, where possible.

8.5. Supervision of staff

All staff have termly performance management reviews in line with the EYFS supervision requirements. This ensures that the setting fosters a culture of mutual support, teamwork, and continuous improvement.

Staff working within EYFS receive support, coaching and training and half-termly department meetings as an opportunity to discuss any issues and encourage the confidential discussion of sensitive issues. In particular, the sharing of concerns around children's development or wellbeing, including child protection concerns; identifying solutions to address issues as they arise; and receive coaching to improve their personal effectiveness.

8.6. First Aid

All level 2 and level 3 staff members working within EYFS hold a valid paediatric first aid (PFA) certificate and are therefore counted in ratio. At least one person who has a current paediatric first aid certificate is on the premises and available at all times when children are present and will always accompany children on outings.

8.7. Intimate care

We have a separate policy for intimate care. During nappy changes and toileting, school ensures to balance children's privacy with safeguarding and support needs. Please see the policy and risk assessment for further information.

8.8. Behaviour

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have procedures in place to ensure children's safety. The rest of our behaviour procedures are outlined in our behaviour Policy.

8.9. Eating

While children are eating:

- There should always be a member of staff in the room with a valid Paediatric First Aid certificate
- They should be seated safely in appropriate chairs, in a designated eating space where possible

Before admitting a child in to the school, we gather information on special dietary needs, preferences, allergies and intolerances, and health special requirements. This is shared with all staff involved in food preparation and handling. Children with allergies/intolerances will have a care plan

School will prepare food in a way that:

- Prevents choking – in the event of a choking incident, school will record details and make parents/carers aware
- Meets each child's individual developmental needs

Good oral health is promoted through curriculum activities, healthy eating practices and partnership working with parents and relevant health professionals.

8.10. Sleeping

At Fountains Primary School, we recognise that young children may need opportunities to rest or sleep during the school day. If a child in the EYFS becomes tired or falls asleep in the classroom or any area within the EYFS provision, they will be moved to a safe, quiet and appropriate resting area.

The school will ensure that a designated quiet space is available for children who require sleep or rest. Any child who is sleeping will be supervised at all times by a member of staff and will never be left in the room unattended. Sleeping children will be positioned on an appropriate designated sleeping surface in accordance with the school's risk assessments and safer sleep procedures and staff will carry out regular checks on sleeping children.

The school follows current safer sleep guidance and will ensure that sleeping children remain within sight or hearing of staff at all times. Children's individual needs, medical requirements and risk assessments will be taken into account when making arrangements for sleep and rest.

Parents and carers will be informed whenever their child has slept during the school day, including the duration of the sleep period.

These procedures support children's health, wellbeing and development by ensuring that rest is provided safely and in accordance with EYFS safeguarding and welfare requirements.

1.1. Screen Time

Fountains Primary School recognises that interactions with adults, peers, the natural environment, physical activity and play are the primary means through which young children learn. Digital technology is used only where it supports learning, communication, accessibility or individual needs. Screen time is carefully monitored and balanced with a wide range of active, social and play-based experiences. The school recognises that many pupils rely on communication technology and Augmentative and Alternative Communication (AAC) systems as essential tools to support communication, participation, independence and access to learning. Staff have regard to current Government guidance on children's screen use within early years settings and ensure that all screen use is purposeful, developmentally appropriate and supervised.

2. Spiritual, moral, social and cultural

This is evident in curriculum planning mainly through the areas of Personal, Social, Emotional Development (PSED), and Understanding the World (UTW). Ranges of cultures are represented in

role-play, stories, songs and dressing up costumes. Time for reflection is built into the day and reception children have a daily assembly.

For more information, please see our SMSC policy.

3. Pupil voice

Pupil voice is embedded in the curriculum and routines of the day. It is evident in pupil's choice making through a variety of media e.g. speech, objects of reference, gesture, ICT apps, symbols, communication boards and photographs. These opportunities are available across the day in a variety of contexts.

4. Transition arrangements

Children entering school in Nursery/Reception are given opportunities to visit for transition sessions before they are due to start school. Children moving from the Early Years building to main school will also be offered transition sessions in their new class. The SENCO and Early Years class teacher will arrange a home visit and visit to the child's current setting (when applicable) prior to the child starting Fountains Primary School. The class teacher liaises with school staff for children moving into main school or alternatively if they access another setting, such as mainstream school.

More information on transition is included in the SEND Information Report.

5. Procedure for checking the identity of visitors

Every visitor has to sign in at the main reception of school, before being escorted over to the Early Years building. The normal school safeguarding procedures are followed. (When necessary, we ask for a form of identification verifying who the visitor is and, if appropriate, which organisation they work from). Visitors will not be left unsupervised in the setting. We do not permit entry to visitors who are unknown and/or visitors where we are unable to verify their identity.

6. Emergency Evacuation Procedure

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. All staff are familiar with the current legal requirements.

- A risk assessment is carried out in-line with the main school.

- Fire doors are clearly marked, never obstructed and easily opened for the inside.

- Smoke detectors/alarms and firefighting appliances conform to BSEN standards, are fitted in appropriate high-risk areas of the building and are checked as specified by the manufacturer on a regular basis and this is recorded in the appropriate log book.

- We have a fire evacuation procedure in place which is clearly displayed and each member of staff knows their role within this.

- All of this is explained to new members of staff, volunteers and parents.
- Practiced regularly at least once each term.
- Records are kept of fire drills and the servicing of fire safety equipment.

Appendix 1. List of statutory policies and procedures for the EYFS

- Safeguarding policy
- Health and Safety policy
- Attendance policy
- Complaints policy
- First Aid policy
- Intimate Care Policy
- Behaviour Policy
- Whistleblowing