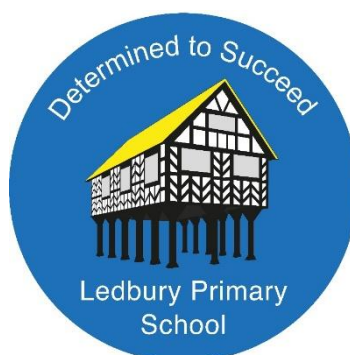


Ledbury Primary School

Early Years Foundation Stage (EYFS) policy



Approved by:	Elizabeth Chaplin	Date: September 2026
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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for 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 EYFS statutory framework effective from 1st September 2026

3. Structure of the EYFS

Ledbury Primary School's EYFS consists of Little Wrens Nursery, Little Sparrows Nursery and two Reception classes.

Our Nursery provision offers 3-hour sessions for children aged 2, 3 and 4 years. Each session provides 26 places for 3 and 4 year olds and 8 places for 2 year olds. The Nursery is staffed by a full-time Nursery teacher, four full-time Level 3 assistants, one part-time Level 3 assistant, one full-time Level 6 assistant and an apprentice working across the phase.

Eligible families may access up to 30 hours of NEF funding each week. Current session fees are £20.00 for 3 and 4 year olds and £25.00 for 2 year olds. Children may bring a packed lunch or purchase a hot meal from the school's meal provider.

Each Reception class has 30 places and is supported by four part-time teachers across the phase, alongside full-time learning practitioners in each class. Where appropriate funding is in place, 1:1 support assistants work across the EYFS phase.

Our EYFS has a large, well-resourced outdoor classroom, which all children can access through free flow during teaching time and which is used in all weather. Each Nursery class also has its own separate outdoor classroom, and Nursery children additionally have access to the main EYFS playground and field.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2026.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 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

4.1 Planning

Staff plan activities and experiences that enable all children to develop and learn effectively. In order to do this, staff working across the phase are expected to encourage and focus on the 3 prime areas which will feed into the development of the specific areas of learning.

The outdoor classroom is an integral part of the learning environment and is used extensively to develop all areas of learning but with specific focus on the development of the prime areas. Staff collectively plan this provision and regularly make contributions that ensure each area takes into account the individual needs, interests, and stage of development of each child in their care. This information is then used to plan challenging and enjoyable experiences for all.

Where a child may have an additional need, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Provision is adapted where necessary in order to accommodate children with additional needs.

In planning and guiding the children's activities, staff regularly reflect on the different ways that children learn and include these in their practice, adapting the provision where appropriate.

Links to the community are maximised including visitors. These are planned to ensure all children are given exposure to a variety of learning experiences.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Communication and language is a strong focus in the setting and all staff are aware of the need for purposeful and constructive interactions. Children are encouraged to engage in the give and take of conversation and staff carefully scaffold this.

Children throughout the phase have regular sessions in the Forest School area.

The outdoor classroom is an integral part of the day and all children are encouraged to use it. Staff are carefully timetabled in order to enable rich learning experiences. Each of the areas of learning have clear learning outcomes thus enabling staff to maximise the teaching opportunities in each.

In Phonics, children are streamed across the year group they are in and benefit from sessions that are developmentally appropriate for them.

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, ready for year 1.

5. Assessment

At Ledbury Primary School ongoing assessment is an integral part of the learning and development processes. In Nursery 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. In Reception staff share observations that they have made whilst working with the children either through directed tasks or whilst in the provision. This shared information goes on to plan and shape the activities and tasks that are on offer to the children.

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. Parents are invited into school to meet with the Nursery staff who work with their children to discuss progress and next steps. 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).

Reception staff carry out their own baselines during the autumn term and use the results to help tailor planning and provision accordingly. Termly discussions will take place around those children who are currently on track and those who are emerging.

During the Summer term there are detailed discussions around each child when they begin school. These discussions between the Nursery and Reception teams include those who are on track and those who are not as well additional needs and the needs of individual families.

In the autumn term all children in EYFS are assessed against the SALT programme, WellComm. The children are then grouped and a developmentally appropriate intervention is delivered if needed. Children are regularly reassessed throughout the programme to ensure progress. At Ledbury Primary School we have Speech and Language therapist on site each week and staff are able to make referrals where needed. She also offers help advice in ensuring a communication friendly environment.

At the **end of the EYFS**, 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')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Children with additional needs

The phase leader holds a Level 2 EY SENDco qualification and works closely with all staff in Early Years in order to identify children who may present with a barrier to their learning and development.

Through staff observations and discussions, children with an additional need are swiftly identified and the graduated approach begun as quickly as possible. In the Nursery, the Early Years Inclusion team are quickly referred to, and their support is used to help ensure the child receives the support they require in order to make progress. In some cases, a child who may require further support and this is when a family conversation will be written and submitted for assessment. In reception, children are again swiftly identified,

and they too begin the graduated approach. Play plans are used through out the phase. On leaving EYFS there is a robust handover to Year 1 staff as well as the main school SENDco.

7. Working with parents

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. The progress check and EYFS profile helps 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 ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

At Ledbury Primary School we use Tapestry to keep parents informed of teaching throughout the week and encourage them to share their experiences at home. Staff record stories for the children to watch at home and parents are sent useful links and ideas to help their children at home.

Parents are invited to attend early reading and maths workshops as well as stay and play sessions where they can spend time with their children and engage in the activities they are involved in.

Staff visit the children at home before they begin at the nursery and reception where parents are able to share information about their children with staff. Parents are invited to attend parents' evenings throughout the year to discuss progress and attainment.

At the end of the reception year teaching staff write a report for each child that is shared with parents and carers and Year 1 staff. Details of achievement, styles of learning and next steps are included.

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
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy

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 [headteacher. If the concern is about the 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.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing

8.3.1 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.

8.4 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 under 2, we have at least 1 member of staff for every 3 children.
- For children aged 2, we have at least 1 member of staff for every 5 children
- 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
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

8.5 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.

8.6 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 [insert information about where to find this] for more on this, including our expectations of parents/carers to report child absences.

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 or highchair and, 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, 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
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

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 (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
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding, towels and 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. 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 for more information.

We promote good oral health, as well as good health in general, in the early years we teach all children the importance of a healthy lifestyle including how to look after their teeth. We talk to and teach the children about:

- 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 safeguarding policy.

10. Safer sleeping and screen time

Safer sleep policies are strictly enforced, including frequent visual checks on resting infants.

We understand and feel strongly that screens should not replace high quality interactions with staff. Therefore, screen time limits are monitored to ensure digital devices do not replace physical, interactive, or real-world play.

See separate safer sleeping and screen time policies.

11. Wrap around care

Wrap around care is available to all children in EYs. Provision is made for the youngest children in their own area of the wrap around care building. Staff from the Nursery are employed to work with the children and are there from 7:30am until 5:30pm as required. All staff working with the Nursery children are appropriately qualified and ratios strictly adhered to.

Children in reception join the children from the rest of the school in this provision.

12. Monitoring arrangements

This policy will be reviewed and approved by the board of governors every three years.

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Safer sleeping	See specific policy
Screen time	See specific policy