

Early Years Foundation Stage (EYFS) policy

Portsmouth Primary School & Early Years



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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

- Portsdown Primary School and Early Years' Nursery provides education and care for children aged two years to the start of Year R.
- Main nursery sessions are 9-12, 12-3 or 9-3.
- Additional care is available for children before school hours from 7.45 – 9am. This is available for children aged 2-4 years.
- Parents/carers are entitled to use Government funding if eligible, for sessions and purchase additional sessions if required. Charges and funding are clarified in the Nursery Policy for Childcare Fees.
- Within the Nursery, the children are organised into two groups:-
2- 3 years - Caterpillars Class

3 - 4 years – Butterflies Pre-school Class

- Adult child ratios in the Nursery are planned in accordance with Government guidance and are wherever possible increased if children are taken on trips out of Nursery. The ratios are 1:5 for children aged 2-3, 1:8 for children aged 3-4. These are minimum ratios.
- At lunchtime and other periods where the children are eating, there must be 'adequate supervision'. Therefore, the nursery will provide 'adequate supervision' while children are eating which means children must be within sight and hearing of an adult while eating.
- The Nursery is led by an Early Years teacher who supports planning and organisation of the curriculum and care. A deputy manager supports nursery management and organisation and lead two teams of qualified nursery nurses and nursery assistants.
- The Nursery is supported by Portsdown Primary School and Early Years' EYFS curriculum lead.
- The Nursery is also supported by Portsdown Primary School and Early Years' Inclusion Manager and SENCO as well as the school Welfare Team.
- Children are allocated a Key Person who is responsible for planning and managing their care and learning. Children work in groups with their Key Person and join together within their classes for self- initiated and free flow play.
- Year R (for 4-5 years and it is the first school year) is organised into two main classes with a class teacher and teaching assistant in each class. Additional assistants may support Year R according to learning and developmental needs of the children. There is opportunity to work as a whole year group at times throughout the day in self- initiated time.
- Our Turtles Room provision is led by the SENCO and is provided for identified children in Year R (and KS1/2). Turtles Room is based in the nursery building and is used to support children who struggle/ any struggle accessing main stream education opportunities.

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

- Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.
- Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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.
- In planning and guiding children's activities, Key Person's reflect on the different ways children learn and include these in their practice.
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- Throughout the Early Years Foundation Stage, we recognise a high priority for children who attend Portsdown Primary and Early Years is to foster and promote early language, reading and writing. In order to do this, staff provide a developmentally appropriate, enabling environment in which children can enjoy experimenting with and learning language, extend their vocabulary and become confident and skilled communicators. Our inside and outside environment has many links to literacy, reflecting its status and importance across all areas of learning, and the interdependent nature of the four aspects of language development: speaking, listening, reading and writing.

- **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 inside and outside. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.
- 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.
- Our inside and outside environment is structured to provide many links to literacy and maths, reflecting its status and importance across all areas of learning, and the interdependent

nature of the four aspects of language development: speaking, listening, reading and writing. As a priority the environment we provide encourages children to develop a love of books and enjoy, understand and apply their growing awareness of maths.

- The Curriculum is frequently taught through themed work initiated by children's interests and identified learning needs. These develop with the children's interests. Books, literacy and language and communication underpin curriculum development with themes supported by stories and rhymes. In Year R there are daily literacy and maths focused sessions, with phonics and hand writing development taught rigorously every day. Year R systematically provide opportunity for children to read using synthetic phonics and read books that match their phonic knowledge.
- The organisation of the environment, curriculum and routine allows staff to develop children's communication and language through singing nursery rhymes, songs, playing games and develop a love of reading through hearing and reading aloud, telling stories and rhymes. In nursery, the early aspects of letters and sounds are promoted to support children's listening and communication.
- The environment is structured to support children to develop the key characteristics of effective learning. Resources are planned to excite and motivate children to play and explore, engage actively in learning and have opportunity to think creatively and critically. Adults support children in their play and learning with commentary and open questions, encouraging playfulness, risk taking and helping children to acquire language and develop effective attitudes and behaviours for learning.

• 5. Assessment

- At Portsdown Primary and Early Years, ongoing assessment is an integral part of the 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. These observations include discussion among practitioners, recorded observations and photographs of independent activities and significant learning, Staff take account of parent observations / discussions, as well as observations and outcomes from planned adult led learning. These are recorded in individual Learning Journeys.
- Prior to nursery and Year R entry, staff meet with families to gather and share information about children's care, development and learning. This forms the start of the child's learning

journey in nursery and Year R and is used, as is other information from professionals who have worked with the child, to inform the Key Person or teacher about the child's interest and development.

- Portsdown Primary School and Early Years operate an open-door policy where staff and parents/carers can share information relevant to the child. This is encouraged informally on a day to day basis and formally through termly summative assessments in Nursery and annual reports in Years R. Parents /carers are invited to meetings to discuss their child's progress and discuss next steps to support child's development.
- On transfer to Year R, Summative judgements are recorded on the Portsmouth Nursery Transfer document which is shared with parents/carers and then sent to future year R classes. Parents/carers and children are encouraged to contribute to this record.

5. Assessment

At Portsdown Primary School and Early Years, ongoing assessment is an integral part of the 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 and include discussion among practitioners, recorded observations and photographs of independent activities and significant learning. Staff take account of parent observations/discussions, as well as observations and outcomes from planned adult-led learning. These are recorded in individual Learning Journeys.

Prior to Nursery and Year R entry, staff meet with families to gather and share information about children's care, development and learning. This forms the start of the child's learning journey and is used—alongside information from professionals who have worked with the child—to inform the Key Person or teacher about the child's interests and development.

Portsdown Primary School and Early Years operates an open-door policy where staff and parents/carers can share information relevant to the child. This is encouraged informally on a day-to-day basis and formally through termly summative assessments in Nursery and annual reports in Year R. Parents/carers are invited to meetings to discuss their child's progress and next steps for development.

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 areas in which a child is progressing well and where additional support may be needed. It also focuses on any possible concerns, which may indicate a disability, special educational need or developmental delay. The progress check outlines the activities and strategies that the school will adopt to address any issues or concerns, in partnership with parents/carers and other professionals.

Within the first 6 weeks that a child starts Reception, staff administer the Reception Baseline Assessment (RBA), in line with statutory requirements.

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). 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 to support a smooth transition. This informs planning and teaching 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/carers.

In exceptional circumstances, and only in agreement with parents/carers, a child may stay in EYFS provision beyond the end of the academic year in which they turn 5. In such cases, the school continues to assess the child and completes their profile before moving into Year 1.

The EYFS Profile is moderated internally and in collaboration with local schools to ensure consistent and accurate judgements. EYFS profile data is submitted to the local authority upon request.

On transfer to Year R, summative judgements from Nursery are recorded on the Portsmouth Nursery Transfer Document, which is shared with parents/carers and passed to future Year R classes. Parents/carers and children are encouraged to contribute to this record.

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.

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 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.

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

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

7.3 Whistleblowing

Please see the whistleblowing

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 safeguarding policy for more information.

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 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 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children. 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. At least half of all other staff hold an approved level 2 qualification
- 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)

The headteacher is the DSL for the early years provision. There are a number of deputy DSLs in the school.

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 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 talking to the children about the effects of eating too many sweet things and the importance of brushing your teeth.

In Year R, we operate a supervised tooth brushing programme, to support the children's oral health. We follow [government guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's 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 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.

Please see the intimate care policy for further details.

9. Monitoring arrangements

This policy will be reviewed and approved by the Full Governing Body annually.

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.

Statutory policy or procedure for the EYFS
Safeguarding policy and procedures
Procedure for responding to illness
Administering medicines policy
Emergency evacuation procedure
Procedure for checking the identity of visitors
Procedures for a parent/carer failing to collect a child and for missing children
Procedure for dealing with concerns and complaints