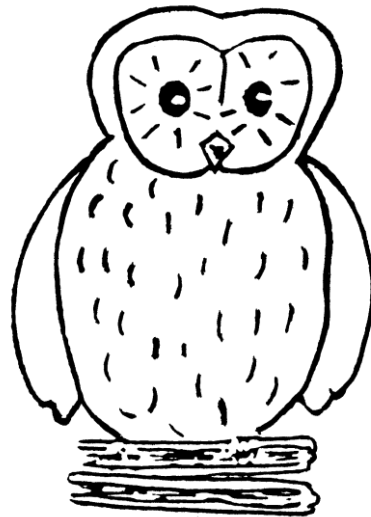


Overstone Primary School



Early Years Foundation Stage Policy

Our Vision

“Encourage, enjoy and excel together.”

At Overstone Primary, we nurture a joyful and inclusive learning community where every pupil is valued, inspired, and supported to **encourage, enjoy and excel together**. Rooted in our village ethos and forward-thinking approach, we empower pupils to become kind, curious, and confident individuals ready to thrive in life and learning.

Approved by:	Governors	Date: January 2026
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1. Aims

This policy aims to ensure:

- That children access a broad, balanced and ambitious curriculum that provides a secure foundation for learning and life.
- Quality and consistency in teaching and learning enable every child to make good progress and no child is left behind.
- A strong partnership exists between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity, inclusive practice and anti-discriminatory approaches.

At Overstone Primary School, we recognise that children are unique, curious and capable learners. We understand that the early years are a critical time in children's development and that high-quality early education has a lasting impact on life chances. Our EYFS provision supports children to develop the knowledge, skills and behaviours they need to thrive both now and in the future. We have a clear understanding of child development and how children learn, providing the best possible conditions to facilitate this.

Our overarching aims are that pupils become:

- Successful learners who enjoy learning and achieve their potential
- Confident individuals who are resilient, independent and able to live safe, healthy lives
- Responsible citizens who show respect for others and make a positive contribution to society

Overarching EYFS Principles

The EYFS is based on four guiding principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, where experiences respond to individual needs and there is a strong partnership between practitioners and parents and/or carers;

- Children learn and develop through purposeful teaching, enabling environments, with adults responding to children's interests and needs and helping them to build learning over time;

2. Legislation

This policy is based on the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025 and is underpinned by:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Relationships and Behaviour Policy
- SEND Policy
- Attendance Policy

3. Structure of the EYFS

The EYFS sets the standards that all early years providers must meet to ensure children learn and develop well and are kept healthy and safe. It promotes school readiness and provides children with the right foundations for future success.

Overstone Primary School is a one-form entry Reception setting with a maximum intake of 30 pupils. The class is led by a qualified teacher and supported by a teaching assistant. Learning takes place in a carefully planned indoor and outdoor environment, with free-flow access throughout the day.

Children also regularly access the wider school grounds and local community to enrich learning experiences.

4. Curriculum

Our EYFS curriculum follows the statutory EYFS framework and is underpinned by Development Matters (non-statutory guidance).

Areas of Learning

There are seven areas of learning, all of which are equally important and interconnected.

Prime Areas:

- Communication and Language (*Listening, Attention and Understanding, Speaking*)
- Physical development (*Gross Motor Skills, Fine Motor Skills*)
- Personal, social and emotional development (*Self-Regulation. Managing self. Building Relationships*)

Specific Areas:

- Literacy (*Comprehension, Word reading, Writing*)
- Mathematics (*Number, Numerical patterns*)
- Understanding the world (*Past and Present, People, Culture and Communities, The Natural World*)
- Expressive arts and design (*Creating with Materials. Being Imaginative and Expressive*)

The curriculum is carefully sequenced to build knowledge and skills over time, with a strong focus on the prime areas to ensure children are ready to access the specific areas.

Characteristics of Effective Learning

We actively promote the Characteristics of effective Learning:

- **Playing and exploring** – engagement
Children investigate and experience things, and 'have a go'.
- **Active learning** – motivation
Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically** – thinking
Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These characteristics are embedded in daily practice and form part of end-of-year reporting.

4.1 Planning

Practitioners plan meaningful learning experiences based on careful observation, assessment and knowledge of each child to support all children to be successful learners. Planning:

- Is responsive to children's interests and next steps
- Takes account of different rates of development
- Ensures challenge for all learners
- Identifies and supports additional needs

Children with Special Educational Needs or Disabilities (SEND) are supported in line with SEND Code of Practice (2015) through a graduated approach (Assess-Plan-Do-Review), working closely with parents and external professionals.

4.2 Teaching

At Overstone Primary School, teaching is rooted in secure relationships and high expectations. Learning takes place through a balance of adult-led and child-initiated experiences, indoors and outdoors.

Practitioners:

- Model language and thinking
- Interact purposefully to extend learning
- Encourage resilience and independence
- View mistakes as valuable learning opportunities

As children progress, teaching increasingly focusses on essential knowledge and skills to support a smooth transition into Key Stage 1.

4.3 Play-Based Learning and the Learning Environment (Including Outdoor Provision)

Play is fundamental to children's learning and development in the Early Years Foundation Stage. Through **carefully planned, purposeful play**, children are supported to develop the knowledge, skills and behaviours needed for future learning.

Through play, children are enabled to:

- Develop intellectually, creatively, physically, socially and emotionally
- Explore experiences that help them to make sense of the world around them
- Practise, refine and build upon ideas, concepts and skills over time
- Learn to understand boundaries, routines and the need for rules
- Take on and rehearse both familiar and new roles
- Take risks, make mistakes and develop resilience
- Think creatively and imaginatively
- Investigate, problem-solve and test ideas through trial and error
- Extend their language, communication skills and vocabulary

Play is carefully balanced between **child-initiated and adult-guided experiences**, with practitioners interacting sensitively to support, extend and deepen learning.

Outdoor Play and Learning

Outdoor play is an integral part of our EYFS curriculum and supports children's physical development, health and emotional wellbeing. Children have **daily opportunities to learn both indoors and outdoors**, with free-flow access that allows them to follow interests, make choices and engage deeply in learning.

The outdoor environment:

- Provides opportunities for large-scale movement and physical challenge
- Supports learning that cannot be fully replicated indoors
- Enables first-hand experiences of the natural world, weather and seasonal change
- Supports different learning styles, including those who learn best through movement and exploration
- Encourages collaboration, communication and imaginative play

Our outdoor area is directly connected to the classroom and is securely fenced. Children are supervised at all times, with clear lines of sight between indoor and outdoor spaces. Covered areas ensure that outdoor learning is accessible throughout the year, allowing children to benefit from fresh air and active learning in all seasons.

Practitioners plan and adapt the outdoor environment with the same ambition and intent as the indoor provision, ensuring continuity, progression and high-quality learning experiences for all children.

5. Assessment

Assessment in the EYFS is ongoing and based primarily on observation of children's independent learning. This includes:

- What children know, can do and understand
- Learning demonstrated across a range of contexts
- Contributions from parents and previous settings

A baseline assessment is completed, along with Home Visits, during the Autumn term, to identify starting points and inform planning. The transition reports from previous settings also support this. A visit to the child's prior setting is arranged if required or a meeting is requested due to additional factors such as SEND. There are four summative data points in the year; on entry, December, April and June.

Tapestry is used as a communication and information sharing tool, individual targets are set regularly on Tapestry and discussed further in parents' evenings which state the next steps in their child's learning. Tapestry allows the parent(s) and the child to provide comments and feedback on the progress made based over the term.

The statutory EYFS profile is completed in the final term of reception and reports whether children are:

- Emerging
- Expected

The EYFS Profile is used to:

- Inform parents about progress
- Support transition to Key Stage 1
- Contribute to school self-evaluation

6. Working with Parents and Carers

We strongly value parents and carers as partners in their child's learning. We support this partnership through:

- Home visits
- Induction meetings
- Parent consultations
- Annual reports
- Tapestry online learning journals
- Open-door communication
- Termly curriculum overviews
- Newsletters, school website and social media platforms.
- Class assemblies
- Using parent/carers skills in the classroom e.g. extra support on visits outside school, inviting parents in as visitors and promoting capital culture within our classroom.

Tapestry is used as a communication tool to parents/carers and help to build links between home and school. All information shared via Tapestry is stored securely and managed in line with GDPR and data protection requirements.

7. Behaviour and Personal Development

We promote positive behaviour through positive relationships, consistent routines, clear expectations and support for emotional regulation. Children are taught to manage feelings, develop empathy and build respectful relationships. Behaviour support aligns with the school's Relationship and Behaviour Policy.

British Values are promoted through daily practice, including turn-taking, shared decision-making, understanding rules, respecting differences and celebrating diversity.

8. Safeguarding and Welfare

At Overstone Primary, 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. Children's safety and wellbeing are paramount. We follow all safeguarding and welfare requirements of the EYFS and KCSIE to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

- All staff receive regular safeguarding training
- The school has a designated safeguarding lead (DSL)
- Appropriate staff-to-child ratios are maintained
- All EYFS staff hold pediatric first aid certification

Procedures are in place for attendance, accidents, illness, toileting, oral health, safer eating and premises safety.

See our child protection and safeguarding policy (available on the Overstone Primary School website; information, policies) for more information.

8.1 Staffing ratios

We ensure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety. The class is led by a qualified teacher and supported by a teaching assistant. Learning takes place in a carefully planned indoor and outdoor environment, with free-flow access throughout the day, which are supervised by an adult.

8.2 Paediatric first aid (PFA)

All of our Early Years staff have the current paediatric first aid (PFA) certificate. There is always a member of staff on the premises and available at all times when children are present, including on outings. Lunchtime staff also have paediatric first aid training. This PFA certificate is renewed every 3 years as required.

8.3 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

8.4 Safer recruitment

When recruiting staff, we 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 (available on our website)

8.5 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 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 Governors.

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

8.4 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. We ensure that there are two emergency contact numbers per pupil.

See our attendance policy (available on our website titled 'Attendance Policy' for more on this, including our expectations of parents/carers to report child absences.

8.5 Oral Health and tooth brushing

We promote good oral health, as well as good health in general, in the early years through our PSHE curriculum. We do this through discussions, stories, role play and encouraging visitors such as health practitioners to visit our early years classrooms to demonstrate:

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

8.6 Safer Eating

While children are eating, there is always 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 are within sight and hearing of a member of staff while eating and seated safely in a designated eating space.

Before a child joins our setting, we obtain information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We share this information with all staff using our communication systems in place.

We ensure 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 consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate. This information is shared with all staff.
- In the event of a choking incident that requires intervention, we 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.

8.7 Accident or injury

There is a first aid box (which contains appropriate items for children) which is always accessible.

A written record of accidents or injuries is kept with any first aid treatment.

We 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 (this may be written and/or verbally)

We 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.

8.8 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.

8.9 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- We keep some spare clothes in school, but parents are welcome to send their child into school with a change of uniform should they wish.
- Separate toilet facilities for adults

When children require some support with toileting, we balance children's privacy with their safeguarding rights.

9. Monitoring and Review

This policy is reviewed every two years by the Headteacher and Governors. It reflects current statutory guidance and best practice.

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See safeguarding and child protection 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 safeguarding policy and child protection policy and Visitors policy
Procedure for dealing with concerns and complaints	See complaints policy