

Title	Early Years Foundation Stage Policy
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Contents

1. Aims	Pg. 3
2. Principles	Pg. 3
3. Legislation and Statutory Guidance	Pg. 3
4. Curriculum	Pg. 3
5. Planning	Pg. 4
6. Assessment	Pg. 4
7. Working with Parents	Pg. 5
8. Transition to Overstone Gate Primary School	Pg. 5
9. The EYFS Team	Pg. 5
10. Safeguarding and Welfare	Pg. 5
11. Snack	Pg. 5
• Appendix 1 –List of statutory policies and procedures for EYFS	Pg. 7
• Appendix 2- Risk Assessments	Pg. 7-23

1. Aims

The school aims to ensure that:

- We develop an exceptional primary school where academic success, personal development, environmental stewardship and strong values enable every learner to flourish and achieve their very best.
- Every child will thrive through a rich, inclusive and inspiring curriculum that builds confidence, resilience and a lifelong love of learning, preparing them to contribute positively to both local communities and the wider world.
- We will nurture learners who bring pride and joy to our community through their kindness, responsibility, commitment to sustainability, positive contribution and academic achievement.

2. Principles

Our policy strives to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future. This policy will ensure that:

- Learners 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.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

3. Legislation and Statutory Guidance

This policy is based on requirements set out in the [Statutory framework for the Early Years Foundation Stage \(EYFS\) 2025](#).

4. Curriculum

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 learners' 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

At Overstone Gate Primary School, we have created our own curriculum by drawing on Development Matters, ensuring clear progression towards the Early Learning Goals, and shaping it through our staff's expertise in child development alongside the unique needs of our community.

5. Planning

We follow the method of ‘planning in the moment’ which follows the interests of the learners. The EYFS base is set up to cover all areas of the Curriculum. We always ensure that activities are open ended to allow for Characteristics of Effective Learning to be demonstrated and embedded. The adults help learners learn in a range of ways such as; communicating and modelling language, showing, explaining, exploring ideas, encouraging, questioning, recalling, providing a narrative, setting challenges. In the moment the adult observes, checks current level of understanding and gives the learners a next step. We also look carefully at Ferre Laevers Levels of involvement which highlight when learners are fully involved showing high levels of concentration, creativity, energy and persistence.

As adults we then note down key interests that have happened with a group of learners that day and build upon these by adding provision and providing rich experiences. We focus on three key learners per week and gain a snapshot of their current stage of learning focusing on key targets to support them. We also get other observations such as large group interests and WOW moments. However, the majority of our time is spent with the learners rather than evidencing.

We always consider the individual needs, interests, and stage of development of each learner in their care, and use this information to plan (in line with the inclusion policy) a challenging and enjoyable experience. Where a learner may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. We supply opportunities to develop and enhance the skills of gifted and talented learners within the classroom and through specific activities.

6. Assessment

At Overstone Gate Primary School ongoing assessment is an integral part of the learning and development process. We make regular assessments of learners and we use this information to target next steps. Assessment in the EYFS is taken through observing learners and providing activities for learners to take part in.

We also carry out the statutory Reception Baseline Assessment (introduced in September 2021) alongside our own baseline assessments across all areas of learning. These have been developed from our bespoke curriculum and long-term plan to ensure children are on track to meet age-related expectations. Our assessments provide insight into both the emotional needs and academic attainment of each child at their point of entry. This information is analysed by the EYFS team and shared with SLT. We then revisit our baseline assessments in December and April, using observations and discussions to check progress and ensure that our curriculum and provision continue to meet the needs of every child.

At the end of the EYFS, we complete the EYFS profile for each child. Learners are assessed against the 17 early learning goals, including whether they have:

- Met expected levels of development (‘expected’)
- Not yet achieving expected levels (‘emerging’)

We ensure our end of EYFS assessments are reliable through:

- Our knowledge of the child gained through observation and interaction.
- Our assessment ensures a range of contributors e.g. parents
- Moderation across the EYFS team
- Moderation with other local schools.

7. Working with Parents

We recognise that learners learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal Parents' meeting and receive a report at the end of term 2, term 4 and term 6 which includes their final achievements within the early learning goals.

We use Tapestry to keep parents and carers updated of achievements and observations. More informally we meet with parents throughout the school year as and when necessary to discuss their child's particular needs.

We also offer experiences for parents to see first hand what it is like in EYFS – whether that be through an Information Evening on a specific subject or a Stay and Play experience.

8. Transition to Overstone Gate Primary School

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date,

To ensure the best possible transition we:

- Value the parent
- Make contact via either phone or visit with every pre-school/nursery feeder within our new intake to discuss essential information on every child.
- Share important information about our school during open mornings and evenings.
- Hold 'stay and play' sessions for parents and learners in either the Summer/September.
- Meet with every parent and child at their home before beginning school to share important information from home and school.
- Share information in a transition meeting with key adults for learners with additional needs.
- Stagger entry of whole cohort in September to enable a calm and quiet and more individualized start to school.
- Hold an information evening to share important information about our school to parents/carers.

9. The EYFS Team

Our EYFS team consists of enthusiastic teachers who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning.

Our aim is that it is hard to distinguish between teacher and teaching assistant in our setting. Everyone works towards the same goal; to ensure every child achieves to their highest ability.

10. Safeguarding and Welfare in EYFS

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

11. Snack

Snack time is organised as a shared circle-time experience, with all learners seated safely on the carpet and facing the class teacher, who holds a valid full-course Paediatric First Aid (PFA) certificate. This arrangement enables the teacher to observe learners closely throughout, supporting safe eating and monitoring for signs of choking or allergic reactions. Learners remain within sight and hearing of an adult at all times while eating.

This calm, sociable routine provides a valuable opportunity to develop communication and language skills. Adults model vocabulary and conversation, encouraging learners to listen, take turns, express preferences and share experiences. Learners are supported to finish chewing and swallow before speaking, with adjustments made to meet individual communication and developmental needs.

Snacks are healthy, balanced and nutritious, and fresh drinking water is always accessible. Staff check that food meets each learner's dietary and allergy requirements and is prepared appropriately to reduce the risk of choking.

Appendix 1. List of statutory policies and procedures for 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

Appendix 2. Risk Assessment for EYFS

EYFS Risk Assessment

General Risks			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Insecure entrance door	Children + Adults Personal Safety	Door kept shut/secure at all times and checked regularly	
Injury from electric sockets	Children + Adults Electrical shock	Sessions delivered on electrical safety and how to look after yourself.	
Trapping hazard from doors	Children + Adults Physical Injury	Adults to support children in opening and shutting doors. Finger guards in place.	
Inadequate fire signage	Children + Adults Personal Safety	Ensuring adequate signage and regular evacuation practices	Continue with evacuation practices and inform site manager if signage unclear/damaged/needs replacing
Tripping/slipping due to poor flooring and mats	Children + Adults Physical Injury	Daily checks of flooring and issues reported to site manager	Tears, rips or uneven flooring to be reported to site manager.
Ineffective heating/ventilation	Children + Adults unhygienic	Monitoring heating and levels of ventilation	Inform site manager of any problems or concerns. Add ventilation by opening windows as required

Tripping/injury due to trailing wires and cables	Children + Adults Physical Injury	Ensure cables are safely secured and out of reach	Daily checks. Reinforce message that children are not to touch cables.
Contractors working on the premises	Children + Adults Physical Injury	Area to be cordoned off, contractors to be signed in and accompanied at all times if not DBS checked.	Prior to visit procedures are put in place with contractors
Sockets Uncovered	Children + Adults Electrical shock	Sessions delivered on electrical safety and how to look after yourself.	
Gates	Children + Adults Personal safety Trapping Hazard	Adults to open and close gates at the beginning and end of sessions	Children made aware that they are not to open and close gates
Sharp edges/corners	Children + Adults Physical Injury	Children made aware of edges and corners	Check to be done daily as part of daily assessment and hazard removed
Bumping into furniture	Children + Adults Physical Injury, Tripping Hazard	Children are made aware of walking in the school building. Reminders are given to move around the classroom with care. Reminders are given to ensure chairs are tucked under.	Continue to remind children of walking inside and tucking chair under.

Classroom			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Sand on wet area floor	Children + Adults Slipping hazard, physical injury	Floor swept regularly, sand not returned to container after spillage.	Change the sand regularly and clean the container. Children to be aware of safety around sand.
Water on wet floor	Children + Adults Slipping hazard, physical injury	Floor mopped as spillage occurs.	Children to be aware of safety around spilt water.
Scissors	Children + Adults Physical Injury	Children are shown safe ways to handle scissors and store scissors. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
Sharp pencils	Children + Adults Physical Injury	Children are shown correct way to handle pencils and with care. Pencil stored correctly.	Staff encourage safe storage and pencils checked that they are fit for purpose.
Staples	Children + Adults Physical injury	Children are shown safe way to handle staplers. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
Tools	Children + Adults Physical Injury	Children are shown safe way to handle tools. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
Glue Guns	Children + Adults Physical Injury	Children are shown safe way to handle glue guns. Usually under supervision when in area. If children burn themselves they are taught to go straight to the sink and count to 20. Adult	Staff encourage safe storage and glue guns checked that they are fit for purpose. Children to be supervised at all times.

		will then check. Adult turns glue gun on and off in-between sessions.	
Playdough (Flour- FSA guidance)	Children + Adults Disease/illness	When making playdough or handling playdough children wash their hands before and after use and an adult supervises this activity. For the self- service playdough area flour is kept in an airtight container and resources are washed with warm soapy water after each busy learning session. Playdough tools are washed regularly and playdough is kept in airtight containers.	Staff encourage learners to wash hands and ensure playdough resources including flour are contained safely and cleaned regularly.
Sink area	Children + Adults Slipping hazard, physical injury	Sink area checked regularly throughout session. Floor mopped as spillage occurs.	Children to be aware of safety around spilt water.
Unhygienic surfaces	Children + Adults Disease/illness	Surfaces are cleaned regularly and sprayed with anti-bacterial spray before food activities.	
Exits impeded by toys	Children + Adults Fire Hazard	Keep the exits as clear as possible.	Children made aware of need to keep exits clear and safe.
Toys left on floor	Children + Adults Tripping Hazard	Children are encouraged to put toys they have been using away	Adults to regularly check area for toys on floor.

		when they have finished with them.	
Slipping injury due to sand/water/paint/playdough etc. on the floor.	Children + Adults Physical Injury	All spillages are swept/mopped up as soon as they occur.	Checks to be made regularly to ensure there is no slipping hazard.
Unsuitable storage of equipment accessed by children	Children + Adults Physical Injury	Equipment stored safely in boxes, trays or cupboards.	Checks to make sure equipment is stored safely and not at height.
Poor cleanliness of fabrics, cushions and towels.	Children + Adults	Washed regularly	To be replaced when over worn.
Protruding objects at eye level	Children + Adults Physical Injury	Checks to be made to identify hazards.	Check to be done daily as part of daily assessment and hazard removed.

Undercover Play Area			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Sand on floor	Children + Adults Slipping hazard, physical injury	Floor swept regularly, sand not returned to container after spillage.	Change the sand regularly and clean the container. Children to be aware of safety around sand.
Sand Area	Children + Adults Hygiene Personal Injury	Sand changed on a regular basis and checked for sharp/foreign objects before use. Children	Children to be supervised at all times and continue to be informed of hygiene procedures.

		encourage to wash hands after using the sand.	
Water Area	Children + Adults Hygiene Personal Injury	Children to be supervised when using the area.	Children to be supervised when using the area.
Water Containers	Children + Adults Hygiene Personal injury	Water in container to be changed regularly and checked for sharp/foreign objects before use.	Children to be supervised at all times and continue to be informed of hygiene procedures.
Use of outside tools and equipment	Children + Adults Physical Injury	Tools and equipment to be stored safely and children to supervised when using them.	Ensure children are shown and reminded about correct use of tools and equipment to prevent injury and accidents.

outdoor Play Area			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Sand on floor	Children + Adults Slipping hazard, physical injury	Floor swept regularly, sand not returned to container after spillage.	Change the sand regularly and clean the container. Children to be aware of safety around sand.
Gates, locks and hinges	Children + Adults Trapping hazard, physical injury	Gates, hinges and locks checked daily by site manager.	Children to be supervised at all times and encouraged to stay away from gates.

Poor condition of tarmac surface	Children + Adults Trapping hazard	Surfaces regularly checked	Surfaces to be cleared and checked and issues reported
Grass area swept for unwanted objects, broken glass, animal faeces, small holes etc.	Children + Adults Trapping hazard, physical injury	Checks of grass area checked daily.	Children to be supervised at all times and grasses area maintained in good condition.
Use of outside tools and equipment	Children + Adults Physical Injury	Tools and equipment to be stored safely and children to supervised when using them.	Ensure children are shown and reminded about correct use of tools and equipment to prevent injury and accidents.
Gardening Area	Children + Adults Physical Injury	Tools to be stored safely and children supervised when using them.	Ensure children are shown and reminded about correct use of tools and equipment to prevent injury and accidents.
Plants	Children + Adults Physical Injury	Children to be made aware of plants growing in and around the area.	Ensure children do not touch plants.
Large Construction Area	Children + Adults Physical Injury	Equipment to be stored safely and children supervised when using them.	Ensure children are shown and reminded about correct use of equipment to prevent injury and accidents.
Tyres balancing Equipment	Children + Adults Physical Injury	Safety talks. Modelled appropriate way to walk along.	Ensure children are reminded about the correct way to walk along the equipment.
Large Climbing Equipment	Children + Adults Physical Injury	Safety Talks, Flooring has been adapted to ensure it has extra padding. Staff to supervise learners.	Staff to supervise learners on the large equipment. Children to give space around the bottom of the equipment for others to jump off.
Wet Equipment	Children + Adults Physical Injury	Equipment to be closed off if it is wet to prevent injury.	Staff to decide when to close the area- weather dependent.

Snack			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Chocking on Snack/Allergens New Guidance in Statutory Framework 2025	Children	Staff have first aid training and a member of the EYFS team is pediatric trained. Staff member is always in sight and hearing of children eating snack. Allergy information is added to snack area so all staff are aware.	
Tripping/Slipping due to spillages	Children + Adults Physical Injury	Flooring checked regularly and wiped/ swept up immediately.	Children to be informed they must report spillages to a member of staff.
Unhygienic/dirty equipment	Children + Adults Unhygienic	Children informed of correct use of equipment and it is changed/cleaned regularly	Equipment to be replaced when damaged
Milk in fridge out of date	Children + Adults Physical injury	Check to be done daily	
Fruit stored in cool area	Children + Adults Physical injury	Check to be done daily. Fruit placed in snack shack. Bought into classroom each morning.	
Fruit	Children + Adults Unhygienic	Fruit to be checked regularly	Fruit out of date, disposed.

Spreading of germs	Children + Adults Unhygienic	Children to wash hands before touching fruit and having snack.	Children reminded of correct hygiene procedures.
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Toilets/Bathrooms			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Injury from unregulated water temperature when hot water taps are on for a length of time.	Children + Adults Scalding/Burning	Automatic push taps that turn off after time. Children made aware of need for taps to go off. Staff check water temperature daily and inform site manager of any risks	Checks to be made that water temperature is low and taps are off
Burns from excessive radiator/pipe temperature	Children + Adults Scalding/Burning	Children warned to stay away from pipes and radiator. Monitored when its toilets	Regular checks to be made to ensure pipes and radiator are not too hot. Radiator/pipe covers to be fitted if necessary.
Use and storage of cleaning materials/ other substances	Children + Adults Poisoning, eye contamination, skin irritation	All cleaning materials stored in locked cupboards	Ensure children are informed not to touch any that have been accidentally left out and inform adult.
Soap/water spills	Children + Adults Slipping	Soap on sinks picked up as soon as on floor. Excessive water spills mopped up.	Regular checks of toilet areas and large groups of children to be supervised when in there.

Hand drier	Children + Adults Scalding/Burning	Hand drier on a timer and children shown the correct way of using it.	Regular check of temperature of drier and any issues reported to site manager.
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