



Corsham Regis Primary Academy

POLICY – EARLY YEARS FOUNDATION STAGE

Date approved: September 2025

Date for next review: September 2026

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, all children join us on a phased introduction at the beginning of the school year in which they are five.

Aims

At Corsham Regis we aim to give each child a positive and meaningful start to their school life. We want children to establish solid foundations in order to develop into independent and fearless lifelong learners.

We will

- Provide a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school giving opportunities to develop independence
- Provide 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
- to support children in building relationships through the development of social skills such as cooperation and sharing
- to help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to be successful in school life.

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.

Curriculum

At Corsham Regis we follow the curriculum 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

Planning

At Corsham Regis, all areas are delivered through a well-planned play based approach. Throughout the EYFS, our long, medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level.

- **Long term planning** ensures continuity and progression and provides coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

- As well as long term planning, the EYFS teacher breaks the long term plan down into termly planning (medium term plan). **Medium term planning** links the age related objectives to specific planned activities and identifies assessment opportunities.

- The medium term planning is broken down further into **short term planning**, also known as daily planning, and includes differentiated activities for groups or individuals, opportunities for child initiated play, provision for indoor and outdoor play and the role of the adults in the classroom.

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

Teaching

Learning through play underpins our approach to teaching and learning in the Foundation Stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world around them. Children have opportunities through their play to experience the 3 key characteristics of effective teaching and learning: playing and exploring, active learning and creating and thinking critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active

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role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language to help the children prepare for key stage 1.

Assessment, Recording and Reporting of Progress

At Corsham Regis, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

The assessment of children will take a variety of forms including: -

- **Observations**- these are carried out by the teacher and TA and is the process of looking and listening to the children to find out how they are developing, their interests, what developmental stage they are working at and their next steps.
- **Dated examples of work**- work will be collated as evidence of what developmental stage the child is working at. This is to help inform Teacher's judgements and future planning.
- **Parent comments**- working in partnership with parents is essential for teachers to understand children's experiences, plan for effective learning and to work together to support parents to continue their child's learning development at home.

Every child is assessed using the Reception Baseline Assessment (RBA) which is a short assessment taken in the first six weeks in which a child starts reception. The class teacher will also complete their own baseline within the first few weeks of the children starting school. This assessment provides starting points so that pupil progress can be monitored throughout the child's time at school.

Formal parent consultations are held in the autumn and spring terms to inform on a child's progress and provides them with a well-rounded picture of their child's knowledge, understanding and abilities, however parents are welcome to discuss their child's progress informally at any point during the school year. In the final term of the academic year 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')

This information is reported to parents in order inform the Year 1 teacher of the children's attainment and progress. The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

Partnership with parents and carers

The school recognises that children learn and develop well when there's a strong partnership between our staff and each child's parents and carers. In order for children to reach their true potential, parental involvement is actively encouraged and staff ensure that parents are well informed about the curriculum their child is experiencing through newsletters, stay and share sessions, reading records and homework activities. Parents are encouraged to approach staff at the earliest opportunity if they are at all concerned about any aspect of their child's school life.

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.

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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 (online annually)
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Keep staff up to date with any changes to our safeguarding procedures ; or because of any safeguarding concerns
- Training provided through dedicated meetings depending on need.

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

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.

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 their line manager who will then report their concerns 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 body.

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

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.

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 [more information can be found on the website].

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Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

Investigating the concern

When a concern is received by the headteacher – referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there is, then:
 - Arrange a further investigation into the matter, involving the governing body if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
 - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter 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 procedures, 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.

Staffing ratios

We make sure that the appropriate statutory staff: child ratios are maintained in our school to meet the needs of all children and ensure their safety:

For reception classes in maintained schools and academies:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

Paediatric first aid (PFA)

Our school 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.

The designated safeguarding lead (DSL)

Our DSL is Mrs Symons who has lead responsibility for safeguarding children or in her absence Mrs Harris or Mrs Randall (DDSL) 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

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 [information can be found on our website] for more on this, including our expectations of parents/carers to report child absences.

Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by discussing:

- 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 school's child protection and safeguarding policy, which can be found on our website.

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. All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair 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

We will prepare food in a way that:

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- 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.

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, 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.

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.

Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- An adequate supply of necessary items such as clean spare clothes
- Separate toilet facilities for adults

During toileting, we will balance children's privacy with their safeguarding and support needs.

Monitoring and Review

There is a named governor responsible for the EYFS. This governor will discuss EYFS practice with the teacher and TA regularly and provide feedback to the Curriculum panel of the Governing Body, raising any issues that require discussion. The headteacher and the EYFS Leader are responsible for the monitoring of this policy and any areas of development will be incorporated into the School Development Plan as necessary.

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

This policy aligns with existing policies and has been formally adopted by the governors. For a full list of our policies, see <https://corshamregis.wilts.sch.uk/policy-documents/>