



EYFS Policy

King David Primary School

Approved by:

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Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At King David Primary School (KDPS) most children join us in our 60 FTE Preschool. The children attending the Preschool have the flexibility to choose their sessions over the course of the week; some elect to attend for five full days and some choose a combination of whole and half days. Some children start at our school in our full time, 60 place, Reception classes.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning & Development

These principles are not discrete and should be considered to be interlinked. They guide the work of all practitioners working in the EYFS at KDPS. Good Early Years practice allows children to develop and thrive in a safe environment that meets all their changing needs.

A Unique Child

“Every child is competent learner from birth who can be resilient, capable, confident and self-assured” EYFS Practice Guidance.

At our school, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we aim to use praise and encouragement in order to guide our children to developing a positive attitude to learning. We also encourage our children to be independent learners, who are confident in their own abilities and strengths.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at KDPS are treated fairly regardless of race, or ability. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why these exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy)

At King David Primary we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025. We understand that we are required to:

- safeguard and promote the welfare of children;
- promote good health, take the necessary steps to prevent the spread of infection and take appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and considering particular individual needs;
- ensure all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- organise staffing so as to ensure safety, and to meet the needs of the children;
- ensure that the premises, furniture and equipment is safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.
- We promote good oral health, as well as good health in general, in the early years by talking to children about:

The effects of eating too many sweet things and the importance of brushing your teeth.

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.

We endeavour to meet all these requirements.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

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.

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.

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:

- 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.

Positive Relationships

"Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person." EYFS Practice Guidance.

At KDPS we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children, and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We endeavour to:

- invite the children to spend time with their teacher before starting school during 'Taster Sessions' for our Preschool children and transition mornings for our Reception intake.
- invite all parents to an induction evening for both Preschool intake and Reception intake, during the term before their child starts their class.
- invite parents of Reception children to a 'Meet the Teacher' session in the Autumn Term.
- offer parents regular opportunities to talk about their child's progress in our EYFS.
- encourage parents to talk to the child's teacher if there are any concerns.

- hold parents evenings at which the teacher, and Key Person in Preschool, and parents are able to discuss the child's progress.
- parents will receive a record of progress at the end of each school year.
- arrange activities throughout the year that encourage collaboration between child, school and parents.
- ensure parents are well informed about events in our EYFS.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the Reception Teacher in each class acts as a Key Person, supported by the Teaching Assistant(s). In the Preschool the children are allocated a Key Person from the Teaching Assistants, with the Class Teacher monitoring progress and development.

Enabling Environments

"The environment plays a key role in supporting and extending children's development and learning" EYFS Practice Guidance.

At KDPS we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The medium term planning within the EYFS is based around themes. These plans are used by the EYFS staff as a guide for weekly planning; however the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. All members of the team in the EYFS contribute to planning. We believe teamwork is one of our strengths.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. 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.

Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA).

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. We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between Reception and Year 1 teachers about the child's stage of development and learning needs and helps with planning activities in Year 1.

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

Within the final term of the Nursery and Reception years, we provide a written summary to parents, reporting their progress, followed by opportunity for the parents to discuss these judgements with the EYFS staff.

The Learning Environment – Indoor and Outdoor Classrooms

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. In Preschool, the indoor classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. We have developed areas of continuous provision and outdoor provision across our two Reception classes, extending even further the opportunities for high quality child-initiated learning. Our Preschool class benefits from having an enclosed, covered outdoor play area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children an opportunity to explore, use their senses and be physically active and exuberant. We plan activities and opportunities for the children to access outdoors every day and use this area to develop all 7 areas of learning.

Learning & Development

“Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.” EYFS Practice Guidance.

At King David Primary we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Teaching and Learning

At KDPS, we believe that our children learn most effectively within the context of a well-organised play environment where their interests are acknowledged and their needs supported by skilful adults who understand the complex relationships between learning and teaching. We believe that play underpins the delivery of the EYFS, and it is essential to supply a setting where children have opportunities to explore and choose their own pursuits. 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.

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 EYFS curriculum is delivered through 3 different strategically planned strands.

Continuous provision – where the curriculum is accessed through a high quality indoor and outdoor learning environment. During which the adults will be engaged in playing alongside the children to observe and identify interest/learning, sensitive interaction and supportive intervention involving conversation, role-modelling, responding to and suggesting ideas, making links to previous experiences, wondering out loud, asking questions etc. This also allows the children to develop their independence through the selection of resources and initiate their own play scenarios.

Enhanced provision – where the curriculum is enriched through interactive displays, resource stimulus, visits and visitors. This is a time for adults to introduce new ideas and resources, role model, set a clear framework for children to use and provide time for

exploration. In the Preschool we also seek to build a level of fluidity into our setting, allowing changes to be made to suit different activities and children's current points of interest.

Directed activities – where the curriculum is accessed through focused discussion and group activities, during this time the adults will be directly teaching new concepts, skills or knowledge. Through later free exploration of resources, within the enhanced provision, the children have time to rehearse and internalise the concepts introduced in adult-led sessions.

Areas of Learning

The EYFS is made up of seven areas of learning: three Prime areas and four Specific areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of all EYFS staff to follow the principles stated in this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of whole school monitoring.

Agreed by the Governors:

Review date:

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 Safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See Administering Medication policy
Emergency evacuation procedure	Speak to HT
Procedure for checking the identity of visitors	See Visiting Speaker Policy
Procedures for a parent failing to collect a child and for missing children	See Safeguarding policy
Procedure for dealing with concerns and complaints	See Complaints policy