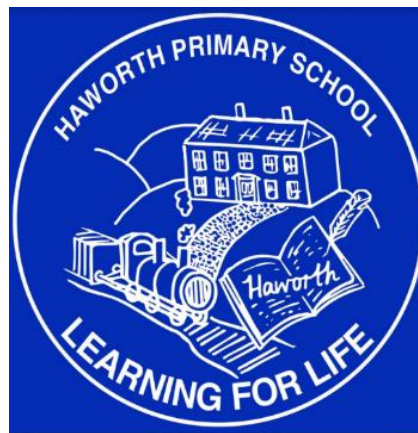


Early Years Foundation Stage (EYFS) policy

Haworth Primary School



Approved by:	Andy Longden		Date: July 2026
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1. Aims

This policy aims to ensure:

- That children 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
- 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 \(EYFS\)](#) for 2025.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

At Haworth our EYFS is run as a unit, with Nursery and Reception accessing the provision together. We have 30 Reception places and can have a maximum of 26 Nursery children at any one time. We offer eligible Nursery families 30 hour places and are flexible with our 15 hour place offers, allowing parents to choose mornings only or 2 full days and one morning. We have intakes in September and January for Nursery, taking children who have turned 3 years old the term before. If we have places, we also have an intake in Summer term.

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 are equally important and inter-connected. 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
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- Personal, social and emotional development

The prime areas are strengthened and developed, and children's curiosity and enthusiasm are ignited, through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

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

Staff also 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 (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn, and include these in their practice.

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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help the children prepare for more formal learning in Year 1.

5. Assessment

At Haworth Primary School, ongoing assessment is an integral part of 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. Staff also take into account observations shared by parents and/or carers.

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 school shares the results of each child's assessment with their parents and/or carers.

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

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps 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 ensure that their learning and care is tailored to meet their needs.

At Haworth, we provide regular opportunities for parents to come into school. We hold 'stay and play' sessions and information workshops to support reading at home.

6.1 Transition

Transition into Nursery and Reception

Parents who have expressed an interest in the nursery will be invited to bring their child to a series of open days throughout the year. The school may also arrange individual visits, subject to appointment.

The early years lead will offer all new families a home visit and also contact previous settings to share learning records and obtain information about children, particularly those with SEND.

Children who are set to attend the nursery or allocated a place in Reception by Bradford LA will be invited for a play session in Summer term, in addition to other organised open days, during the term before they are due to start.

Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.

Start dates for new Nursery and Reception children are staggered to ensure staff have time to spend with children in smaller groups during the settling in period.

Transition into KS1

The EYFS profile will be completed for each child and submitted to the LA no later than 30 June.

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the **summer** term, prior to entry into Year 1, reception children will:

- Begin to attend more whole-school activities.
- Spend a day in their new class, meeting staff and being introduced to new routines
- Be invited with their parents to a welcome meeting with the Year 1 staff

7. 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 are able to enjoy learning and grow in confidence.

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 3 and over:

For independent schools (including in nursery classes in free schools and academies):

- Where there is a person with Qualified Teacher Status, Early Years Professional Status, or Early Years Teacher Status, an instructor or another suitably-qualified overseas trained teacher:

- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
- For all other classes, we have at least 1 member of staff for every 13 children
- 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

For reception classes in maintained schools and academies:

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

For mixed classes in maintained schools and academies:

- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits (these procedures are also set out in our safeguarding policy) and recording information about staff qualifications and identity checks, vetting processes and references.

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.

We also have a designated lead practitioner who is responsible for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSP (local safeguarding partners)
- Providing support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect

All practitioners are alert to any issues of concern in children's life at home or elsewhere.

Parents provide a password in the event that an unfamiliar adult needs to pick up their child from school. Staff will not allow children to be picked up by unfamiliar adults unless we have been informed and the adult has the password.

7.1 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years, for example by talking to children about:

- 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.

7.2 Food and drink

The school will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Obtain information about a child's special dietary requirements, preferences, food allergies and any special health requirements prior to them attending the setting.
- Ensure that fresh drinking water is always available and accessible to children.
- Record and act on information from parents about a child's dietary needs.

- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.
- Ensure that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive training in food and hygiene.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do constitutes an offence.
- Ensure that all children are supervised closely while eating and that there is always a member of staff with a PFA qualification amongst the supervising adults.

7.3 Mobile phones and devices

For the purposes of this policy, the term “**mobile phone**” refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Photography and Images Policy.

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom/kitchen area in EYFS during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff will report any concerns about another staff member’s use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Staff may use their professional judgement in emergency situations. As our site at Haworth is so vast, staff are permitted to take a mobile phone outside when using the grounds e.g. woods, tennis courts etc. Phones will be kept away from children and only used when absolutely necessary.

Use of mobile phones by parents, visitors and contractors

Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents may take photographs and videos during school events, however they will be instructed not to share these online. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

Staff will report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school’s devices and cameras

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child’s learning. School devices will be used to take photographs only with the consent of the child’s parent.

School devices will not be taken off school premise. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Laura Stoker (EYFS leader) every year.

At every review, the policy will be shared with the governing board.

