BURBAGE PRIMARY SCHOOL

Early Years Foundation Stage Policy

Updated November 2026

Building confidence; inspiring achievement

Original policy	October 2022	**Current review**	November 2026
Review reason	Full statutory review	**Review cycle**	Annual check; full review at least every 3 years
Policy lead	EYFS Leader / Headteacher	**Nominated governor**	Jade Grindey
Approved by	Full Governing Board	**Approval date**	18.11.26
Next review	Autumn 2027 or earlier following statutory change		

1. Purpose and statutory basis

This policy explains how Burbage Primary School meets the learning and development requirements and the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS) for children in Reception. It should be read with the current EYFS statutory framework for group and school-based providers and current assessment and reporting arrangements.

The EYFS requirements are made under the Childcare Act 2006 and associated regulations. The school also has regard to Keeping Children Safe in Education, the Equality Act 2010, the SEND Code of Practice: 0 to 25 years, Working Together to Safeguard Children, statutory Relationships Education and Health Education guidance, and applicable health and safety, food, information-governance and school admissions requirements.

Where a whole-school policy contains operational detail, this policy summarises the EYFS requirement and identifies the linked procedure. The headteacher and EYFS leader must ensure that the full suite of policies and practice collectively meets every current statutory requirement.

2. Our EYFS vision and principles

At Burbage, every child is recognised as unique. We provide a safe, nurturing and ambitious start that develops communication, confidence, independence, curiosity, kindness and a love of learning. Our approach reflects the school vision and motto, “Building confidence; inspiring achievement”.

Practice is shaped by the four EYFS principles:

- the unique child: every child is constantly learning and can be resilient, capable, confident and self-assured;
- positive relationships: children learn to be strong and independent through secure, respectful relationships;
- enabling environments with teaching and support from adults: children benefit from well-planned indoor and outdoor spaces, responsive interaction and strong partnerships with parents and carers;
- learning and development: children develop and learn in different ways and at different rates, including children with SEND.

3. Learning and development requirements

Areas of learning and development

The curriculum covers all seven statutory, interconnected areas. The three prime areas are communication and language; personal, social and emotional development; and physical development. The four specific areas are literacy; mathematics; understanding the world; and expressive arts and design.

The educational programmes in the current statutory framework are the basis for curriculum design. Leaders ensure that the curriculum is broad, language-rich, inclusive and coherently sequenced, building the knowledge and skills children need for future learning without turning the EYFS into a shortened Key Stage 1 curriculum.

Curriculum and pedagogy

- Practitioners plan purposeful play, adult-guided learning and direct teaching, with a balance that responds to children’s development and the intended curriculum.
- High-quality interactions extend language, thinking, self-regulation and understanding. Adults model vocabulary, ask well-judged questions, explain, demonstrate and give children time to practise and revisit learning.
- Systematic synthetic phonics and early reading are taught through the school’s agreed validated programme. Children who need additional support receive prompt, targeted practice.
- Mathematics develops secure understanding of number, numerical patterns, shape, space and measure through explicit teaching and meaningful application.
- Daily stories, rhymes, songs, talk and access to high-quality books develop language, comprehension, imagination and a love of reading.

- Indoor and outdoor provision is planned as one coherent curriculum. Children have regular opportunities for movement, managed risk, investigation, creativity and first-hand experience.
- Children's interests and experiences inform engagement and responsive teaching, but do not replace the carefully sequenced knowledge and experiences all children are entitled to receive.
- Practitioners consider the characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically.

Screen use

The school has regard to current DfE screen-use guidance. Digital technology is used deliberately, for a clear educational or accessibility purpose, alongside talk, movement, play, practical exploration and interaction. Screens are not used as a routine substitute for adult engagement or active learning. Content is age-appropriate, supervised and consistent with safeguarding, online-safety and data-protection requirements.

4. Assessment and statutory reporting

Assessment is proportionate, based mainly on practitioners' knowledge of children gained through observation, interaction and teaching. It informs next steps and identifies where a child may need additional support. Staff are not required to collect excessive written or photographic evidence, and assessment must not reduce time spent interacting with children.

Reception Baseline Assessment

The school administers the statutory Reception Baseline Assessment (RBA) in accordance with the current annual assessment and reporting arrangements, normally within the first six weeks of a child starting Reception. Materials and assessment content are kept secure; participation decisions, delayed assessments, headteacher declarations, records and narrative statements are managed as required. Parents are informed that the RBA has taken place and receive the required narrative information.

EYFS Profile

The EYFS Profile is completed for every eligible child in the final term of the year in which the child reaches age five, unless an exemption applies. Judgements are made against all 17 Early Learning Goals using the statutory "emerging" or "expected" outcomes and are informed by professional knowledge of the child. The school follows the current EYFS Profile handbook, participates in moderation where applicable and submits data to the local authority by the required deadline.

Parents receive a written report describing the child's progress and attainment against the Early Learning Goals and the characteristics of effective teaching and learning. Year 1 teachers receive the Profile outcomes and a rounded account of each child's learning and needs to support continuity.

5. Inclusion, SEND and equality

The curriculum is ambitious and accessible for every child, regardless of disability, SEND, ethnicity, culture, religion or belief, home language, sex, family circumstances or background. The school makes reasonable adjustments, prevents discrimination and fosters good relations in line with the Equality Act 2010.

- Practitioners identify emerging needs early and discuss concerns sensitively with parents and carers.
- The class teacher and SENCO follow the graduated approach: assess, plan, do and review, involving the child, family and outside professionals as appropriate.
- Special educational provision is additional to or different from ordinarily available provision and is reviewed for impact.
- Children with English as an additional language are supported to develop English while their home language and cultural knowledge are valued. Staff distinguish language acquisition from SEND.

- Intimate care, medical needs and accessibility arrangements protect dignity, privacy, safety and participation.
- The school monitors access, participation and outcomes for groups and acts where disparities or barriers are identified.

6. Partnership with parents, carers and other professionals

Parents and carers are children's first and most enduring educators. The school builds respectful two-way relationships through induction, daily communication, meetings, workshops, reports and secure digital systems. Families are invited to share relevant information, home learning and cultural knowledge. Information is accessible and interpreters or alternative formats are arranged where reasonably required.

Information is shared lawfully and proportionately with nurseries, childminders, health professionals, the local authority and other agencies where this supports learning, health, transition or safeguarding. Consent is sought where required, but safeguarding information may be shared without consent when lawful and necessary to protect a child.

7. Safeguarding and welfare requirements

Safeguarding policy, DSL and training

The school implements its Child Protection and Safeguarding Policy and current Keeping Children Safe in Education requirements. A designated safeguarding lead (DSL) and trained deputies are available. EYFS staff receive induction and safeguarding training that enables them to recognise signs of abuse and neglect, respond appropriately, record and report concerns, understand escalation routes, and follow action required when a child is missing or absent. Training is renewed and updated in line with statutory guidance and local safeguarding arrangements.

Safer recruitment, suitability and disqualification

- Recruitment follows safer-recruitment procedures, including identity, right-to-work, qualification, reference, prohibition and enhanced DBS checks required for the role. New employees do not begin unsupervised regulated activity before the required checks are complete.
- References are obtained, scrutinised and retained in accordance with the strengthened EYFS requirements and school safer-recruitment procedure.
- The school ensures that staff and relevant volunteers are suitable and remain suitable. Staff must disclose convictions, cautions, court orders, allegations or other information that may affect suitability.
- Disqualification under the Childcare Act 2006 is managed in line with current statutory guidance. The outdated practice of requiring a general "disqualification by association declaration" is not used; relevant household information is considered only where the law requires it.
- Allegations or low-level concerns about adults are managed under the school allegations procedure, with consultation or referral to the Local Authority Designated Officer and notification to Ofsted or other bodies where legally required.
- Staff know and can access whistleblowing procedures. Concerns that cannot be raised internally may be referred through prescribed external routes.

Staff qualifications, deployment, ratios and supervision

The headteacher verifies that qualifications counted for EYFS purposes are full and relevant under the current DfE qualification requirements and list. Required paediatric first-aid conditions are checked before staff are counted at the relevant qualification level. Students, apprentices and volunteers are deployed according to their competence, qualifications and supervision requirements.

As Burbage provides Reception classes, infant class-size legislation normally limits the class to 30 pupils per school teacher, subject to permitted exceptions. Staffing and deployment are always sufficient to meet children's needs, ensure safety, support learning and allow staff to respond to emergencies. Children are usually within sight and

hearing of staff and always within sight or hearing. Ratios and supervision are reviewed for outdoor provision, visits, mixed groupings, staff absence and individual risk assessments.

A named key person or class-based equivalent helps each child to become familiar with the setting, supports emotional security and builds a settled relationship with parents and carers.

Paediatric first aid

At least one person with a current full paediatric first-aid certificate is on the premises and available at all times children are present and accompanies children on outings. Certificates meet current EYFS criteria. The school displays or makes available the names of qualified staff and ensures cover during breaks and absence.

Child absences and non-collection

Attendance is monitored daily. Unexplained or prolonged absence and patterns of absence are followed up promptly, taking account of the child's vulnerability, known risks and family circumstances. Staff make timely contact, escalate concerns to the DSL and other agencies where necessary, and keep records of action. Children are released only to authorised adults. Late or failed collection is managed through the school's non-collection and safeguarding procedure; children are supervised until safe transfer is secured.

Medicines, illness, accidents and first aid

- The school promotes good health and follows its Supporting Pupils with Medical Conditions, Administration of Medicines, First Aid and Infection Prevention procedures.
- Medicines are administered only in accordance with statutory requirements and written procedures, with written parental permission where required and an accurate record shared with parents.
- Accidents, injuries and first-aid treatment are recorded and parents are informed on the same day or as soon as reasonably practicable. Serious accidents, injuries, illness or death are notified to Ofsted and other agencies where required.
- Children who become unwell are cared for safely, infection-control guidance is followed, and emergency medical help is obtained without delay when needed.

Food, drink, allergies and safer eating

Fresh drinking water is accessible. Meals, snacks and drinks are healthy, balanced and appropriate. Before admission and whenever information changes, the school obtains and shares details of allergies, intolerances, dietary requirements and choking risks with relevant staff and catering providers. Children are seated safely, supervised while eating and drinking, and supported by staff who understand choking response and safe eating. Food is prepared, stored and served hygienically. No child is required to share food.

Intimate care, toileting and privacy

Children are supported with toileting and changing in a way that safeguards dignity, privacy and welfare. Staff follow the Intimate Care Policy, use appropriate protective equipment and hygiene procedures, and record or report concerns. Arrangements are adjusted for children with medical needs or SEND in partnership with families and relevant professionals.

Behaviour and physical intervention

Behaviour is supported through warm relationships, clear routines, co-regulation, explicit teaching and developmentally appropriate expectations. Corporal punishment is never used or threatened. Physical intervention is used only when necessary to prevent personal injury, serious damage or in other lawful circumstances, using the minimum reasonable force. Significant incidents are recorded and parents are informed on the same day or as soon as reasonably practicable.

Premises, equipment, outdoor learning and risk

- Premises, furniture, equipment and outdoor areas are safe, secure, suitable, well maintained and accessible. Daily checks and proportionate risk assessments support safe, challenging learning.
- Emergency evacuation, lockdown and business-continuity arrangements are known and practised appropriately. Fire-detection and control equipment is maintained.
- Smoking and vaping are prohibited. Alcohol, medicines, cleaning products and hazardous substances are securely stored.
- Children do not have unsupervised access to kitchens, car parks, ponds, animals or other hazards. Registered childcare is not provided from premises where a prohibited banned dog breed is kept or present.
- Sleeping children, if any, are checked and supervised in line with current safer-sleep requirements. Reception pupils are not routinely offered sleep, but any exceptional arrangement is individually risk assessed.
- Outings have appropriate permission, staffing, supervision, headcounts, emergency contacts, first-aid provision and transport arrangements. The school records the risk assessment and any individual adaptations required.

Mobile phones, cameras, images and personal devices

Personal mobile phones, cameras, smart devices and image capture are controlled by the school's safeguarding and acceptable-use procedures. Only authorised school equipment and approved systems are used to photograph, record or communicate about children. Images and personal information are processed with a lawful basis, stored securely and shared only with authorised people. Staff do not use personal accounts or devices to contact families.

8. Information, records and confidentiality

The school keeps records required by the EYFS and wider law, including children's emergency contacts; attendance; medical and allergy information; medicines; accidents; safeguarding concerns; staff identity, vetting, qualifications and first aid; complaints; and required assessment information. Records are accurate, secure, accessible to authorised persons and retained in line with statutory retention requirements and the school retention schedule.

Parents may access information about their child subject to data-protection law and safeguarding limitations. Confidential information is shared on a need-to-know basis. The school maintains privacy notices and responds to data breaches under its data-protection procedure.

9. Admissions, induction and transition

Admission follows the school's published arrangements. Before entry, families receive information about routines, curriculum, safeguarding, attendance, medical needs, meals and communication. Transition is tailored where a child has SEND, medical needs, is in care, has experienced adversity, speaks English as an additional language or joins during the year.

Staff liaise with previous settings and families, arrange visits or meetings as appropriate and transfer records securely. In the final term, Reception and Year 1 staff discuss each child's curriculum experience, EYFS Profile, strengths, needs and effective strategies. Year 1 provision builds from the EYFS and responds to children's developmental needs.

10. Roles and responsibilities

The governing board

- assures itself that the school meets the EYFS learning and development and safeguarding and welfare requirements;
- holds the headteacher to account for quality, inclusion, safeguarding and statutory assessment;
- ensures appropriate policies, staffing, resources and professional development are in place;
- receives proportionate reports and uses visits and discussion to understand impact without undertaking operational management.

The headteacher and EYFS leader

- maintain compliance with the current framework and annual assessment requirements;
- design and review an ambitious, coherent and inclusive curriculum;
- ensure safe recruitment, deployment, supervision, training and qualification checks;
- monitor teaching, provision, children's learning, wellbeing and participation, taking prompt action where improvement is needed;
- ensure parents receive statutory information and that website and policy information remains current.

All EYFS staff

All staff know and implement this policy and linked procedures, place children's welfare first, maintain professional curiosity, contribute to assessment and planning, work openly with families, keep accurate records and report concerns immediately.

11. Complaints, monitoring and review

Concerns should normally be raised promptly with the class teacher, EYFS leader or headteacher. Formal complaints are managed under the school Complaints Policy. Written complaints relating to EYFS requirements are investigated and the complainant is informed of the outcome within the statutory timescale. Records are retained and made available to Ofsted on request where applicable. Parents are informed of their right to contact Ofsted when the concern falls within Ofsted's remit.

Leaders monitor this policy through safeguarding checks, curriculum review, learning visits, discussion with children and families, assessment information, attendance, accident and medicine records, staff supervision, training and qualification audits, premises checks and governor oversight. The policy is checked annually and reviewed fully at least every three years, or sooner when legislation, the EYFS framework or school provision changes.

12. Linked school policies and procedures

- Child Protection and Safeguarding, including allegations, low-level concerns and whistleblowing
- Safer Recruitment and Single Central Record
- Staff Code of Conduct and Acceptable Use
- SEND and Information Report; Equality Information and Objectives; Accessibility Plan
- Attendance, Children Missing Education and Non-collection
- Supporting Pupils with Medical Conditions; Administration of Medicines; First Aid; Infection Control
- Health and Safety; Fire and Emergency Procedures; Educational Visits; Risk Assessment
- Behaviour; Positive Handling / Use of Reasonable Force
- Intimate Care
- Online Safety; Mobile Phones and Cameras; Data Protection and Records Retention
- Food, Allergy and Catering procedures
- Complaints Policy

Statutory and official references checked

EYFS statutory framework for group and school-based providers, effective 1 September 2026: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

2026 Reception Baseline Assessment: assessment and reporting arrangements: https://www.gov.uk/government/publications/reception-baseline-assessment-assessment-and-reporting-arrangements-ara/2026-reception-baseline-assessment-assessment-and-reporting-arrangements-ara

Early years qualification requirements and standards: https://www.gov.uk/government/publications/early-years-qualification-requirements-and-standards

Early years qualifications list: https://www.gov.uk/government/publications/early-years-qualifications-list-uk-only

SEND Code of Practice: 0 to 25 years: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Keeping Children Safe in Education: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2