



Phoenix Community Primary School

Early Years Foundation Stage Policy

Date of approval	27th January 2026
Date of next review	January 2028

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and 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), effective from 1 September 2025.

3. Structure of the EYFS

Phoenix Community Primary School is a one form entry school with the capacity to take up to 30 reception children each year.

4. Curriculum

Phoenix Curriculum Intent

Phoenix Values are threaded throughout the curriculum. Our values are: At Phoenix, we grow individuals who are **respectful, aspirational, resilient, kind** and **curious**. These are used:

- to promote positive attitudes to learning
- to nurture enthusiasm and empower pupils to take ownership of their learning.

Pupils have guidance and support

- to develop as reflective, life-long learners
- to plan, monitor, evaluate and make changes to their own learning behaviours
- ensure a transfer of skills between subjects.

We are committed to providing a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs, the knowledge and wider life opportunities and experiences (cultural capital) they need to succeed in life and which enables our children to master key knowledge and skills outlined in the National Curriculum.

Our curriculum prioritises:

- Early and secure literacy skills centred around rich language development, oracy (expression through speech)
- Reading, because this is what our pupils need.
- Pupils at all stages are given the opportunity and are expected, to present their learning in front of other pupils
- The use of subject specific vocabulary to embed understanding and knowledge.
- Our curriculum promotes active community involvement with secure knowledge and understanding of fundamental British values, including supporting those less fortunate. All pupils, regardless of background or SEND are provided effective guidance and encouraged to be ambitious.

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 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

4.1 Planning

The teacher plans activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff begin the year by having a strong 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, the SENCO will 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.

Long Term Planning

The Reception class currently organise the curriculum through agreed termly high interest themes over the period of the academic year. The themes are then broken into smaller areas that are familiar and of interest to young children and also enable us to deliver a creative and balanced curriculum. The long term cycle planning reflects a balance of the seven areas of learning and development from the EYFS.

Medium Term Planning

We address particular aspects of the curriculum in more detail for each term. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified.

Short Term Planning

The day plan is informed in two ways. Firstly, through ongoing observation of child initiated or spontaneous activity and planned play opportunities (indoors and outdoors). This allows for flexibility in response to individual children's needs and interests and for revision and modification of plans. Through this, learning objectives for the next short term plan are identified. It is informed secondly by referring to the medium term plans containing objectives and activities/experiences in the half/termly topic.

Throughout the day there is a balance of 'teacher directed' (this may be whole class taught activities on the carpet or small group work. It also includes music, ICT and PE time which are sometimes taught by specialist teachers) and 'child initiated' time referred to as 'challenge time' (Play opportunities both indoors and outdoors. Children access their own resources and 'plan, do and review' their learning.)

Alongside these plans teachers are encouraged to plan around children's interests and spontaneous events that may occur. Thus furthering the engagement of children in their own and others learning. Planning through interests is fundamental for children to extensively show their abilities and further their engagement of each area in the EYFS.

Phonics Planning

We follow the Read Write Inc programme for phonics by Ruth Miskin. We ensure children develop their phonic skills in a coherent and systematic way. It is designed to meet the needs and learning styles of our children. Children begin by learning initial sounds at the start of the year they then progress onto digraphs. Alongside learning the sounds children are taught to segment and blend sounds into words, these are then applied to their reading and writing. Children are also taught high frequency words known as 'red words' to further support their reading and writing ability.

4.2 Teaching

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

They 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 focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

5. Assessment

At Phoenix Community Primary School, ongoing assessment is an integral part of learning and development processes. The Teacher and teaching assistants observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Within the first 6 weeks that a child starts reception, staff will administer the reception baseline assessment (RBA). [The requirements for the RBA are set out in Annex B of EYFS statutory framework]

At Phoenix, We analyse and review what we know about each child's development and learning, and then make informed decisions about supporting the child's progress. This enables us to plan the next steps for individuals and groups of children by providing challenging but achievable activities and experiences to extend the children's learning. Assessment is recorded through:

- App based learning evidence system (SeeSaw)
- Online tracking system (Sonar)
- Pupil work books-Literacy and Numeracy
- Class floor books and displays.

Formative Assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal and focused narrative observations, other targeted assessments, and annotated examples of work, photographs, and information from parents. We plan for observational assessment when undertaking short term planning as well as planning in the moment.

Summative Assessment

During the Reception year the children are assessed against developmental statements based on age bands. All children develop at their own rates and in their own ways. This is completed on 3 x a year cycle and all practitioners who interact with the child contribute to the assessment process. Staff review the tracking data with the Senior Leadership Team where they monitor rates of progress and identify strategies that address learning and teaching priorities and next steps. Children who have not made expected levels of progress will be discussed so that interventions can be put into place to support those children.

At the end of the Foundation stage year children are assessed against the EYFS profile in relation to early learning goal descriptors. These are based on the prime and specific areas of learning. For each early learning goal, staff must judge whether a child is meeting the level of development expected at the end of reception year (expected), or not yet reaching this level (emerging). The completed profile will also include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). 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')

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

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.

Transition

At Phoenix Community Primary School we value the importance for both parents and children of a smooth transition from pre-school and the reception class as well as into key stage one. We aim to ensure children feel safe, secure and confident in facing the new challenges which lie ahead for them in their new setting. We recognise that children are vulnerable at a time of transition and the strategies in place to support this are:

- Contact with the child's pre-school setting and visits to see child in setting
- The offer of a home visit for each child.
- Transition into school meeting. Parents/carers are invited in to meet with the Head teacher and Deputy to go through the usual routines of the school day. Here the parents also get to taste school dinners, order school uniform and meet the PTA. While parents are meeting with the Head teacher/deputy the children are in the classroom with the class teacher.
- Throughout the summer term children are invited to visit school, allowing children to become familiar with their new environment, meet their teachers and make new friends.

Once the children have started school we stagger their attendance.

-Week 1- Home visits

-Week 2: Half of the class in the morning and half in the afternoon

-Week 3: All children in Full time

We at Phoenix feel that this staggered start enables children to build strong relationships with adults and peers, having a positive impact on the wellbeing and involvement of the children.

To support the transition into Year 1 we ensure the principles of the EYFS are maintained and embraced during the initial transition ensuring the year 1 classroom follows an enquiry based approach to learning. The Year 1 class has opportunities for children to explore learning through some independent exploratory activities linked to their literacy and numeracy.

During the summer term children have built in sessions on moving up to Year 1 and times with the Year 1 teacher are planned. There is a close link between Year R and Year 1 classes with opportunities for the year 1 children to still access challenge based play and the reception outside area if needed. The Year 1 classroom environment is set up to reflect some of the similar areas as the reception classroom, this helps with transition as well as allowing the teacher to still provide opportunities for the EYFS curriculum for those that still need it.

6. Working with parents and carers

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

We keep parents and/or carers up to date with their child's progress and development. EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher is responsible for each child's learning who helps to make sure that their learning and care is tailored to meet their needs. The class teacher acts as the child's key person. The teacher supports parents and/or carers in guiding their child's development at home. The teacher and SENCO also helps families to engage with more specialist support, if appropriate.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

The school holds two formal parent/ carer consultations a year and they also receive a written report at the end of the academic year. Parents and carers are always able to speak to a member of the EYFS team at the beginning and end of the school day.

7. Staff

7.1 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
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy which can be found on the school's website.

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

7.2 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, found on the school's website.

7.3 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 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 board

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing which can be found on the school's website.

7.3.1 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.

8. 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.

The reception classroom and outside area is risk assessed by the staff daily to check for hazards and equipment safety. The EYFS staff follow the school's safeguarding policy and health and safety requirements. We want our children to be healthy, safe and secure and their individual needs met. We develop positive relationships with our children so that they feel secure in their learning environments. At Phoenix EYFS we promote good health and the benefits of healthy eating and good health as well as promoting oral health and the effects of eating too many sweet things and the importance of brushing your teeth. We teach children how to brush their teeth correctly and all children are provided with toothbrushes and toothpaste as part of their home visit pack. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

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

See our child protection and safeguarding policy on the school's website for more information.

8.1 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).

8.1.1 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:

- o Arrange a further investigation into the matter, involving the Governing Board, 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
- o 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

8.1.2 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 procedure, 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.

8.2 Staffing ratios

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:

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

8.3 Paediatric first aid (PFA)

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.

8.4 The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. 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

8.5 Absence

We're required to promptly follow up on absences.

At Phoenix we have a policy of first day calling for any absence.

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 on the school website for more on this, including our expectations of parents/carers to report child absences.

8.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by teaching children about healthy eating and choices and the importance of oral health including how to brush teeth and when.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy, which can be found here on the school website.

8.7 Safer eating

While children are eating, there will always be at least 1 member of staff in the dining hall 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, and seated safely at the table on an appropriate bench where possible, in a designated eating space.

Before a child joins our school, 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
- Discuss their child's progress with eating food at school
- Work with them to move on to the next stage at a pace that's right for their child if needed.

The school kitchen 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.

8.8 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 as, or as soon as reasonably practicable after, of any:

- o Accident or injury sustained by the child
- o 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.

8.9 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.

8.10 Toileting and privacy

We make sure that there are:

- o Enough toilets and hand basins available for the children
- o Suitable and hygienic nappy changing facilities if required
- o An adequate supply of necessary items such as spare clothes
- o Separate toilet facilities for adults

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

9. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and Governing Board every two years.

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see our website.

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 attendance 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/carer 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