



**ENDEAVOUR**  
LEARNING TRUST

# **EYFS Policy**

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## **Trust Values**

At Endeavour Learning Trust our values are:

### **Individuality**

We are firmly committed to recognising, celebrating and investing in the individuality of all of our children and young people, each of our colleagues and the distinct ethos and identity of each of our schools, whilst remaining united by our core values. We don't believe in a "one size fits all" approach, and will adapt our provision to meet individual needs.

### **People Centred**

Our work is driven by our responsibility to every individual within our Trust community. Every person deserves to be treated with respect, dignity and kindness. We demonstrate empathy and humility in our approach, ensuring that our Trust provides an environment where every individual feels confident to be their true authentic self.

### **Belonging**

Equity of opportunity is central to our practice and we will be relentless in our endeavour to identify and remove barriers that prevent full inclusion. Our culture extends beyond tolerance to one where difference is embraced and every individual is valued and celebrated for their unique contribution to our community. Every individual is a full member in our community.

### **Transformational**

We believe in the promise of each individual across the Trust and will ensure we inspire, support and challenge in proportionate measure, so that we all thrive and are able to achieve our own individual successes. We are bold in our approach, stretching perceived boundaries, to go further for our children, colleagues and communities. We continually develop our approach to respond to changes in the communities we operate within to support every child, colleague and partners to realise their potential.

### **Togetherness**

We are a proud family of schools bonded by our Trust vision, priorities and values. We work as one team in school, across our Trust and with our wider partners for the benefit of the communities we serve. Our collaborative approach inspires us to be bold and brings us together in ways that help us to make a difference. We are better together.

We firmly believe that the early years' experience enables us to firmly establish our values from the very outset of a child's journey within our trust primary schools.

## Aims of the Early Years Foundation Stage

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 nursery, Reception, 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.
- A safe, secure, and caring environment is created in which children become independent active learners.

We want this policy to foster a harmonious atmosphere which supports and promotes:

- Self-esteem to build confident individuals who feel proud of themselves.
- Happy individuals who experience positive relationship.
- Confident communicators who can articulate and express their needs, emotions, and ideas.
- Social communicators who show empathy, kindness, and respect to others.
- Every child as an individual. This helps every child to grow up feeling confident about their own identity, in a spirit of friendship, understanding fairness and the rights of others, valuing diversity.
- Children's development in all areas of the EYFS so that all children have the foundations in the Prime Areas so that they can be successful in the Specific Areas ready for the next stage of their education.

## Legislation

This policy is based on requirements set out in the statutory framework for the [Early Years Foundation Stage \(EYFS\) Statutory Framework 2025](#). The framework is divided into three sections:

Section 1 – The learning and development requirements sets out what childminders and group and school-based providers must do to promote the learning and development of all children in their care.

Section 2 – Assessment sets out the assessment requirements childminders and group and school-based providers must meet as well as guidance on assessment.

Section 3 – Safeguarding and welfare requirements sets out the necessary steps providers must take to create a setting where children can enjoy learning, grow in confidence and be safe and well.

### Structure of the EYFS

Where applicable, the Nursery offers provision for 2- 4-year-olds. The hours that are available are as follows. Morning Sessions (AM) Monday-Friday 8.30am – 11.30am Afternoon Sessions (PM) Monday-Friday 12.30pm – 3.30pm 5 All Day Sessions Monday – Friday 8.30am – 3.30pm In Reception, children enter school in the year in which they turn five. Children will attend full time from September. If a child is not ready for full-time, then part-time education will be reviewed on a case-by-case basis by the class teacher and senior leaders.

### Curriculum

Our early years settings follow the curriculum as outlined in the latest version of the [EYFS statutory framework](#) that applies from September 2025. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive. Communication and Language underpins all areas of learning. The prime areas are:

- Communication and language
- Physical development
- Personal, social, and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world

- Expressive arts and design

The Early Years Foundation Stage – is based upon 4 overarching principles:

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

In order to ensure that our pupils are school ready and have the very best possible start to school life, we follow the principles of the Department for Education's '[Giving Every Child the Best Start in Life](#)' and have adopted 'Starting Reception – A Definition- as a framework to help parents/carers and their children prepare for reception' (Further details can be found at: <https://startingreception.co.uk/>). The key principles are interwoven through our PSED curriculum within EYFS and help to ensure that pupils have a solid understanding of their emotional literacy to help them thrive throughout their primary education, and indeed beyond.

### Effective Teaching and Learning in Early Years

We passionately believe that the pedagogical approaches used in the early years enable pupils to develop a love and a curiosity for learning. Effective Teaching and Learning is based on the following:

- Learning is play-based and takes place indoors and outside.
- Indoors and outside, foster high- quality play where children can direct their own learning and practitioners can join in sensitively to support and extend children's learning.
- The well-planned environment and the interactions of adults develop the characteristics of effective learning and develop learners that are confident to explore, be independent, problem solve and think creatively and critically.
- The children are 'taught' through modelling, asking, questioning, explaining, guiding, showing, suggesting, challenging, and encouraging. All adults are skillful communicators.
- In Nursery, effective teaching includes working face-to-face with a child or small group of children during the session and structuring the learning environment to support children in making progress through child-initiated play.
- As children get older the teaching has a balance between adult-initiated experiences (guided learning) and child-initiated experiences.

- Adults take children's interests and strengths as a starting point, seeing each child as a competent learner.
- Parent involvement is crucial: parent support and a high-quality home learning environment make a huge difference to children.
- Practitioners track each child's learning and development to pick up where children are at risk of making poor progress and adapt the programme and their teaching as appropriate. Early intervention is offered swiftly, so that children get the additional, specialist help that they need.

In Nursery, the core responsibility for teaching and learning rests with the class teacher or lead practitioner. Although many tasks may be delegated to the key person, the class teacher/lead practitioner must support staff to achieve best practice, coach, encourage and model, and monitor the quality of work by each team member. Sometimes staff work with individual children or groups of children, in guided learning activities or observing children at play both inside and outside. All key people are involved in planning and assessing children's work. Key people maintain the records of a group of children assigned to them by their team leader.

## Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. To do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. The development of children's spoken language and vocabulary underpins the planning of teaching and learning.

Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan challenging and enjoyable experiences.

We will always appropriately modify learning and teaching for children with SEND. Scaffolding means that we give a child just enough help to do something which they couldn't do independently. We gradually reduce the help until the child is independent. It's a powerful technique for all children. It helps children with SEND to work towards the same learning goals as other children, with additional help along the way.

We value each child as a unique individual and are familiar with and meet all the requirements of relevant equal opportunities legislation regarding race, gender, and disability. We work closely and in partnership with parents and any other involved agencies to meet the needs of our children through provision that is inclusive to all. Where children with SEND are not making progress, further assessment is undertaken, or support sought.

In Reception, there is a long-term plan for termly topics which provide powerful experiences for children to enjoy and build their cultural capital. The topics are broad to allow for themes and mini topics to develop throughout the year which build upon children's interests, the natural world, and their local environment.

The curriculum is planned and sequenced to help children build their learning over time. In Reception, foundation of phonics and phonics instruction, maths, writing and reading teaching are planned for based on the Development Matters stages of development, White Rose Maths scheme, Read Write Inc/Bug Club Phonics Programme, and the Trust Reading Policy. Short term planning takes the form of daily plans which are adapted in the light of children's interests and assessment for learning.

### Assessment

Ongoing assessment is an integral part of the 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. Development Matters is used to support planning based on formative and summative assessment and the observations checkpoints support teachers to identify when children are making slower progress.

Practitioners use the assessment and observation tools to capture significant moments of new learning (WOW moments) so that formative assessment is useful and not taking practitioners away from the children for long periods of time. It is used to gather evidence of children's achievements through adult observations, photos and capturing of child's voice. Staff also consider observations shared by parents and/or carers as part of the overall assessment process.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This '2-year progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

In Reception, Development Matters supports formative and summative assessment. We use Read Write Inc phonics to ensure the foundations of Phonics and to match texts to children's phonic knowledge.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA) as well as an internal baseline.

At the end of Reception, the 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.

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

### Working with Parents and Carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents are offered regular opportunities to contribute to pupil's learning journeys. 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.

Early Years classes have an open-door policy where families bring their children into the classroom each day and can have informal discussions with the adults who teach them. If they require a more formal discussion, they can make an appointment to speak to the Class Teacher after school.

Families are kept informed about school activities and events through X, Facebook, Instagram and Tapestry, informing them about key events relevant to their class, including the topic and curriculum coverage for that term. Children also have individual reading records and a home learning book so that there is a partnership between home and school to support children's learning.

We also engage with [Headsup](#) to provide an additional PSHE programme to support pupils' emotions at this key time of transition. Stories that are shared in class are taken home for parents and children to enjoy together and additional parental resources are provided to raise awareness of school readiness and of pupil's emotions at this pivotal time.

### Transition

We know that starting school and all the other transitions in the early years, are big steps for young children and have procedures in place to ensure smooth transitions and to provide developmentally sensitive curriculums.

## Transition to Nursery

The nursery staff work with parents to provide a personalised induction plan for each child.

- Once families accept a place at the nursery, they are invited to attend a stay and play sessions with their child. This is a chance for children to explore and play in their new nursery classroom and join in with singing and story time.
- Staff hold individual induction meetings with all families before they start. Families are encouraged to share information with the Nursery about their child's interests, developing skills and personal care needs.
- In the second half of the summer term, a Nursery Information session is held. This is an opportunity for new and existing parents to find out more about the ethos of our nursery, how the Nursery supports children's learning and the day-to-day routines.

## Transition from Nursery to Reception

Entry to Reception is in accordance with Lancashire County Council Admissions procedures with children starting in September following their 5<sup>th</sup> birthday.

- Rising 4 sessions are designed to support both families and children with the September transition to primary school. The Rising 4's is held in the reception class where families and children can meet staff and participate in a variety of fun activities. This gives children the opportunity to become familiar with the school setting; build new friendships and increase confidence and understanding of school life. All Rising 4's and their families are welcome to attend regardless of their September choice. Children and families are invited to visit the school several times in the summer term before they start.
- In the second half of the summer term, families are invited into school for an information evening led by the EYFS Lead and the Headteacher about what to expect from the reception year.
- Families are invited to 1-1 consultations with the reception teacher to gather important information regarding the child that the family feel is important for the teacher to know.
- In the summer term the reception teachers visit the new entrants in their nursery/pre-school/home settings and documentation is passed on so that detailed information is gathered to ensure that the teachers have a full picture of individual children and the class. Each child is also given a transition booklet about their new school.

## Transition from Reception to Year One

All pupils will be given the opportunity to meet their Year 1 class teacher and experience their new learning environment during the summer term of their Reception year.

Pupils requiring enhanced provision, e.g. vulnerable pupils/pupils with SEND, will be offered additional visits to their new learning environment. Where appropriate, social stories will be used to help pupils feel relaxed and ready for their new environment.

Parents/carers will be informed at the earliest opportunity of the staff who will be teaching pupils in Year 1. Parents/carers will be invited to a 'Meet the teacher' session, providing the opportunity to ask questions regarding pupils' next stage of learning.

Reception staff will undertake information handover meetings with Year 1 teaching staff, ensuring a comprehensive handover of information for all pupils.

## Safeguarding and Welfare Requirements

The safeguarding and welfare requirements set out in [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) that applies from September 2025 ensure that we create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

A designated practitioner will take responsibility for safeguarding children. The lead practitioner is responsible for contacting local statutory children's services agencies and Local Safeguarding Partners (LSP). All practitioners must be alert to any issues of concern in the child's life at home or elsewhere.

Appendix 1 outlines the policies of the school that support our commitment to providing high quality care for our young children. These policies and procedures are in line with the guidance and procedures of the relevant LSP and include:

- What to do when there are safeguarding concerns about a child
- What actions are needed when an allegation is made against a member of staff
- How electronic devices with imaging and sharing capabilities are used in the setting
- Procedures to follow to check the suitability of new recruits
- How safeguarding training is delivered and put into practice.

If there are concerns about a child's safety or welfare, the local children's social care team needs to be notified immediately. In emergencies, the police should also be notified. Should any allegation of serious harm or abuse by anyone living, working or looking after children at

the premises, Ofsted will be informed accordingly. The government's statutory guidance [Working Together to Safeguard Children \(DfE, 2023\)](#), [Prevent duty guidance for England and Wales \(Home Office, 2023\)](#) and [Keeping children safe in education \(DfE, 2025\)](#) should also be considered.

### **Suitable People**

Safer recruitment procedures will always be followed. All practitioners must have the relevant qualifications and training and have passed any required checks to fulfil their roles. Anyone whose suitability has not been checked must not have unsupervised contact with children. A referral to the Disclosure and Barring Service (DBS) must be made if a person looking after the children leaves or is dismissed because they have harmed a child or put a child at risk of harm.

### **Safer Eating and Nutrition**

- There should always be a member of staff in the room with a valid paediatric first aid certificate while children are eating.
- School will gather, record and act on information given about special dietary or health requirements, preferences and food allergies children have.
- All staff must be aware of the symptoms and treatments for allergies and anaphylaxis.
- Food should be prepared in a suitable way for each child's individual development needs.
- Food must be prepared in a way to prevent choking.
- When there is a choking incident that requires intervention, staff must record where and how the child choked and inform parents or carers. Records should also be reviewed periodically and appropriate action should be taken to address any identified concerns.
- Where possible, staff should sit facing children while they eat to make sure children are eating safely, prevent food sharing and be aware of any unexpected reactions.

### **Food and Drink**

- Meals, snacks and drinks must be healthy, balanced and nutritious
- Fresh drinking water must always be available and accessible to children
- There must be an area adequately equipped to provide food and drinks for children and suitable for the hygienic preparation of food.

- School will inform the relevant registered agency about any food poisoning affecting two or more children within 14 days of the incident.

## Health

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

- The effects of eating too many sweet things
- The importance of brushing your teeth

Procedures are in place for taking appropriate action if children are ill or infectious which covers the steps needed to prevent the spread of infection.

## Accident or Injury

- There should always be an accessible first aid box for use on children.
- A written record must be kept of accidents and injuries and first aid treatment. Parents/carers should be informed the same day.
- The relevant registered agency and local child protection agency must be notified of any serious accident, illness, injury to, or death of, any child in the setting and actions taken. This must be done as soon as is reasonably practical or within 14 days of the incident occurring.

## Sleeping Arrangements

Sleeping children must be frequently checked to ensure that they are safe. This includes ensuring cots and bedding are in good condition and suited to the age of the child.

## Toilets and Hygiene

There should be:

- An adequate number of toilets and hand basins available
- Separate toilet facilities for adults
- Suitable hygienic changing facilities
- A consideration of children's privacy when changing nappies
- An adequate supply of clean bedding, towels and any other necessary items.

## Organising Premises for Confidentiality and Safeguarding

- There should be an area where staff can talk to parents or carers confidentially.
- Children should not leave the premises unsupervised and should only be released into the care of individuals explicitly named by the parent or carer.
- There should be an agreed procedure to check the identity of visitors and to prevent unauthorised persons entering the premises.

## Qualifications, training, support and skills

Legal responsibilities under the [Equality Act 2010](#) must be followed.

**Safeguarding Training:** The lead practitioner must attend a child protection training course that enables them to identify and respond appropriately to signs of possible abuse and neglect. The criteria for effective safeguarding training are set out in Annex C of the EYFS framework.

**Supervision, training and skills:** Induction training should include information about emergency procedures, safeguarding, child protection and health and safety issues.

**Paediatric First Aid:** At least one person with a current paediatric first aid (PFA) certificate must be on the premises and available at all times when the children are present and must accompany children on outings.

**English Language Skills:** Those providing early years care must have sufficient understanding and use of English to ensure the well-being of children in their care.

## Key Person

Each child must be assigned a key person to:

- Help ensure care is tailored to meet their individual needs
- Help the child becomes familiar with the setting
- Offer a settled relationship for the child
- Build a relationship with their parents or carers
- Help families engage with more specialist support if needed.

### Staff taking medication or other substances

Staff or volunteers working with children must not be under the influence of alcohol or any other substance that may affect their ability to care for children. All medication must be stored securely, and out of reach of children at all times. Smoking in or on the premises when children are present or about to be present must not be allowed. Vapes or e-cigarettes must not be used when children are present.

### Medication

- School has a clear policy and procedures for administering medicines. Staff must have training and medical or technical knowledge is required.
- Prescription medicine must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist.
- Medicine must only be administered to a child where written permission has been obtained from the child's parent or carer.
- A written record must be kept each time medicine is administered to a child. The child's parents or carers should be immediately informed.

### References

References must be obtained for any person working or volunteering at the setting before they are recruited. References should be obtained directly from the applicant's current employer, training provider or education setting and come from a senior person with appropriate authority. Applicant should not apply for their own references.

### Disqualification

If someone is disqualified from working in the early years, they must not continue as an early years provider or assistant, or be directly involved in the management of any early years provision. If there's information that may lead to someone being disqualified, appropriate action must be taken to ensure the safety of children.

## Whistleblowing

The whistleblowing policy is made available to all staff on induction at the school and is available on the school website. All staff or volunteers working in the EYFS setting are aware of Whistleblowing procedures and must feel safe raising concerns, knowing that any concerns raised will be taken seriously. The policy includes clear information regarding when and how to report concerns and the process that will be followed after a concern is reported.

## Child Absences

The school's Attendance Policy is shared with staff, parents and carers. This includes expectations for reporting child absences and the actions that will be taken if a child is absent without notification or for a prolonged period of time. Staff in school will consider patterns and trends in a child's absence when deciding whether an absence is prolonged. Absences will be followed up in a timely manner and any concerns must be referred to local children's social care services. School may also request a police welfare check.

## Staff:Child ratios

Staff:child ratios must meet the needs of children and ensure their safety. Ratios in our setting are: 1 adult for 5 for children aged two and 1 adult for 8 children aged three and over. If a qualified teacher or equivalent Level 6 qualification is present, the ratio for children aged three and over can be increased to 1 adult to 13 children. For pupils in reception and beyond (who have their fifth birthday), the ratios is 1 staff member to 30 children, although we will always endeavour to exceed this in order to ensure the best possible educational experience for pupils.

The following key supervision principles apply:

- Children must USUALLY be within sight AND hearing and ALWAYS within sight OR hearing.
- Children eating must be within sight AND hearing.
- Parents and carers should be informed about how staff and assistants are organised.
- Students and volunteers (aged 17 or over) and apprentices in early education (aged 16 or over) may be included in the ratios if competent and responsible, as set out in the relevant framework.



## Information and Record Keeping

School must contain records and obtain and share relevant information. Records must be easily accessible and available. Confidential information and records about staff and children must be held securely. They should only be accessible and available to those who have a right or professional need to see them. Relevant information should be collected about children and shared with parents and carers. A record should also be kept of any complaints received and the outcome.

## Monitoring Arrangements

This policy will be reviewed by Endeavour Learning Trust's Director of Primary Education every year. The Board of Directors reviews and approves this policy every year. It may, however, review this policy earlier than this if the Government produces new regulations, or if it receives recommendation on how this policy might be improved.

## Appendix 1: List of Statutory Policies and Procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework. Statutory policy or procedure for the EYFS.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	Staff Hub and website
Child Protection policy and procedures	Staff Hub and website
EYFS camera and mobile phone policy	Staff Hub and website
Safer Recruitment Policy	Staff Hub and website
Acceptable User Policy	Staff Hub and website
Online and Social Networking Policy	Staff Hub and website
Administration of Medicines Policy	Staff Hub and website
Health and Safety Policy and Risk Assessments	Staff Hub and website School Risk Assessments
Well-being, Health and Involvement Policy	Staff Hub and website
Transition Policy	Staff Hub and website
Complaints Policy	Staff Hub and website
Trust Reading Policy	Staff Hub and website
Trust Writing Policy	Staff Hub and website