



Peel Park
Primary School
and Nursery

The Path to Success

Peel Park Primary School and Nursery

Early Years Foundation Stage Policy

Author: C Firth

Approved by Governing Body:

Review Date:

Equality Impact Pro-forma

Person responsible for review: Chantelle Firth	Date of review: March 2026
Groups Considered:	
Race/ethnicity	<input checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>
Gender	<input checked="" type="checkbox"/>
Gender orientation	<input checked="" type="checkbox"/>
Pregnancy/maternity	<input checked="" type="checkbox"/>
Religion	<input checked="" type="checkbox"/>
Sexual orientation	<input checked="" type="checkbox"/>
Age	<input checked="" type="checkbox"/>
Please detail any opportunities offered by this policy to eliminate prohibited conduct, promote equality of opportunity, foster good relations or advance equalities.	
None identified in an equalities context	
Having reviewed the implications of any proposed changes to, or confirmation of, the policy, are there any concerns that it could have a differential impact on any of the groups identified above? Detail any steps that should be taken to minimise or eliminate any negative impact on these groups:	
None identified	

Policy Amendment Summary

Early Years Foundation Stage

Date: March 2026

Next review date: March 2030

Summary of amendments since policy introduction:

Date:	Amended by:	Details of amendment

Peel Park Primary School

Early Years Foundation Stage Policy

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential. “

(Statutory Framework for the Early Years Foundation Stage, September 2025)

The EYFS sets the standards that all early year’s providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the right foundation for good future progress through school and life.

The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.

The EYFS seeks to provide:

- *Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.*
- *A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.*
- *Partnership working between practitioners and with parents and/or carers.*
- *Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.*

In Peel Park, our EYFS starts with children attending Nursery part time in morning sessions from 8-30AM to 11.30AM (should parents and carers meet government criteria), at the start of the school year in which they turn four. Reception children begin attending school full time at the start of the school year in which they turn five.

The EYFS is based upon four principles:

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

A Unique Child

At Peel Park Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing circles and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Peel Park Primary School are treated fairly regardless of race, religion, gender, social background or abilities. All children and their families are valued within our school.

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

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Here at Peel Park EYFS children are always invited to school assemblies, use the main school canteen for meals and contribute to wider school events and celebrations throughout the year. Children wear school uniform from the start of nursery which helps them to identify and belong to our Peel Park community.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching and learning strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.
- An assessment of children's speech and language skills on entry which then feeds into the Peel Parks Commissioned Speech and Language Therapists to support with children's development and intervention where necessary.
- No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent whatever their age. We work with parents towards toilet training at the appropriate age, unless there are medical or other developmental reasons why this may not be appropriate at the time. We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.
- We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.
- There is an adequate number of toilets and hand basins available and suitable hygienic changing facilities for changing any children who are in nappies.
- Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting (See Intimate care policy for further details).

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

to recognise and avoid hazards. Risk Assessments for both the indoor and outdoor learning environment are in place and are shared with all Early Years staff. Risk assessments are regularly updated by the Early Years Leader.

We aim to protect the physical and psychological wellbeing of all children. (See Whole School Safeguarding and Child Protection Policy)

Welfare

“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.”

(Statutory Framework for the Early Years Foundation Stage, 2025)

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

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- We encourage children to wash their hands regularly and we work closely with the school nursing team to educate children about germs and good hygiene.
- We offer a healthy snack daily for all EYFS children. Children in Reception have access to the school lunch menu which is balanced and nutritious.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Children are supervised whilst eating at all times by a fully qualified paediatric first aider.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

We endeavor to meet all these requirements.

Positive Relationships

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

We recognise that parents/carers are children’s first and most enduring educators and we value the contribution they make.

We recognise the role that parents/carers have played, and their future role, in educating the children. We do this by:

- Talking to parents/carers about their child before their child starts in our school.

- Offering to visit all children in their home/pre-school setting prior to their starting school.
- Offering the children the opportunity to spend time with their teacher before starting school.
- Inviting all parents/carers to an induction meeting during the term before their child starts school.
- Offering parents/carers regular opportunities to talk about their child's progress in our Nursery and Reception classes and allowing regular access to the children's profiles.
- Encouraging parents/carers to talk to the child's teacher if there are any concerns. There is a formal meeting for parents/carers twice a year at which the teacher and the parent/carer discuss the child's progress in private with the teacher. Parents/carers receive a report on their child's attainment and progress at the end of each school year and given the opportunity to drop in to speak to their child's class teacher about the report.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers: Open days, workshops, etc.
- Sending home reading books that children have been working on in school during their Read, Write, Inc Phonics sessions so that they can read these at home and become fully confident in reading these so they can work on their comprehension of the text they are reading.
- School provides every child with a waterproof bookbag to support this school to home learning.
- Providing a place for parents to input any information which can be used towards their child's assessments using the EEXAT system.
- Providing Children in Reception with a 'Home Learning Journal'. They will be encouraged to complete regular Phonics based tasks and will be given the opportunity to explore and record at home to further the learning done at school. This is often in the form of an open-ended task that could be completed through drawing, collecting objects, taking photographs, parent/carer comments. It gives staff the opportunity to develop the children's interests further. Work done in the Home Journal can contribute towards assessments.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In accordance with the Statutory Requirements, each child has a named Key Person. Their role is to:

- Help ensure that every child's care is tailored to meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child and build a relationship with their parents. (3.41, Statutory Framework for the Early Years Foundation Stage, 2025)

The Reception and Nursery staff and children work closely together. The reception teachers meet with staff to discuss new intake children. They also visit other settings or make home visits to meet other new intake children.

Learning and Development

At Peel Park Primary School, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected. We employ people in EYFS who love to build relationships, provide key person support and thrive on developing children's interests. These people make the team and care provided in EYFS unique and bespoke for each child here at Peel Park Primary. We have fully qualified Early Years Practitioners in each classroom too.

Teaching and Learning Style

Our curriculum policies on teaching and learning define the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stages 1 and 2. Features that relate to the EYFS are:

- The partnership between teachers and parents/carers, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout the EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with Parents/Carers.
- The good relationships between our school and the settings that our children experience prior to joining our school.

Characteristics of Effective Learning

Playing and Exploring: Engagement

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning: Motivation

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically: Thinking

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

Some of these are prime areas – they are fundamental, work together and support development in all other areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

While others are specific areas – they include essential skills and knowledge for children to participate successfully in society:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

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

Here at Peel Park, we invest in systematic support frameworks such as Read, Write Inc and White Rose Math's that help contribute to the development of children and support the transition of the frameworks in KS1.

Enabling Environments

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

At Peel Park we have extensive grounds which allows us to incorporate outdoor learning and enables children to assess and take risks whilst supervised in these environments. We have a wonderful Forest School lead by a fully qualified Forest School Teacher who plans for children by their abilities and interests.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long-Term Plan and Medium-Term Plans (MTPs), which are based around half termly themes. These plans are used by the EYFS teachers as a guide for weekly planning; however, the teacher may alter these MTPs in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. We make regular assessments of

children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual profiles these are recorded electronically through the Tapestry app. They also contain information provided by parents/carers and other settings. Parents are able to communicate and add their own observations to link to their child's learning journal direct through Tapestry.

Due to new GDPR requirements all parents and carers are required to sign a permission slip stating whether or not their child's Learning Journey can be kept within the classroom environment. For those parents who request, their child's learning journey will be kept in a secure place and will not be on open view during stay and play and parent information sessions. As part of whole school policy parents and carers will also have to give permission for photographs of their child to be taken and shared both on the school app and the school website and any other electronic systems used such as Tapestry and Class Dojo. At the end of Reception, we use the EXXAT system to record if children have reached expected levels of development. Each child's level of development is recorded against 17 assessment scales derived from the Early Learning Goals (ELGs).

Within the final term of the EYFS, we provide a written summary to parents/carers, reporting their progress against the ELGs. We organise a parent meeting to explain these final assessments and we give reasonable opportunities for the parents/carers to discuss these judgements with the EYFS teacher. We also submit these results to Bradford Council.

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. They also have their own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Safeguarding in Early Years at Peel Park

To ensure that our Early Years environment has effective safeguarding procedures we follow the guidance in the documents: Keeping Children Safe in Education (KCSIE) 2025 and Working Together to Safeguard Children (2023) as well as Statutory Framework for the Early Years Foundation Stage, 2025 .

The definition of safeguarding is:

- Protecting children from maltreatment
- Preventing impairment of children's health and development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

At Peel Park we aim to safeguard children and learners from:

- neglect
- physical, sexual or emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability, homophobic or transphobic abuse
- gender-based violence, or violence against women and girls

- peer-on-peer abuse
- radicalisation or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation and county lines
- the impact of new technology on sexual behaviour, for example 'sexting' and accessing pornography
- Teenage relationship abuse
- Substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- Domestic violence
- Female genital mutilation
- Forced marriage
- Fabricated or induced illness
- Poor parenting
- Homelessness
- So-called honour-based violence
- Any other issues that pose a risk to children, learners and vulnerable adults

At Peel Park, evidence of effective safeguarding arrangements are evidenced through:

- Creating a positive culture and ethos.
- Effective arrangements such as a secure school site and managed handovers when releasing children at the end of the day.
- Leaders and governors working co-operatively to create an effective safeguarding culture.
- Rigorous arrangements for staff recruitment and vetting.
- Quality safeguarding practice.
- Precise arrangements for handling serious incidents and allegations.

Legal Framework and scope

This policy is grounded in current statutory and non-statutory guidance, including:

- [EYFS Statutory Framework \(Group & School-based Providers\)](#)
- [Keeping Children Safe in Education \(KCSIE\) 2025](#)
- [Working Together to Safeguard Children \(2023\)](#)
- [SEND Code of Practice: 0–25 years](#)
- [Ofsted Education Inspection Framework & Early Years Inspection Toolkit](#)
- [Development Matters \(revised Sept 2023\)](#)
- [Birth to 5 Matters \(sector guidance\)](#)
- [EYFS Nutrition Guidance \(May 2025\)](#)
- [Experience-Based Route \(EBR\) for Early Years staff](#)

Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.

Peel Park has a named Governor with responsibility for the EYFS. They discuss EYFS practice with practitioners regularly and provide feedback to the Full Governing Body, raising any issues that require discussion.

The Head teacher and Senior Leadership Team will carry out monitoring of the EYFS as part of the whole school monitoring schedule.