RAMSDEN PRIMARY SCHOOL

EARLY YEARS POLICY

Compiled by	Headteacher	September 2026
Approved By	Chair of Governors  September 2026	Headteacher  September 2026
To be reviewed		Autumn Term 2027

Ramsden Primary School

Early Years Policy

2026-2027

Contents:

Statement of Intent

1. What is the EYFS?
2. Aims
3. Learning and Development
4. Inclusion
5. The Learning Environment and Outdoor Spaces
6. Assessment
7. Moderation
8. Safeguarding and Welfare
9. Mobile Phones and Devices
10. Screen Time
11. Health and Safety
12. Staffing
13. Information and Records
14. Parental Involvement
15. Transition Periods
16. Monitoring and Review

Statement of intent

At Ramsden Primary School we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Signed by:

Headteacher Date: 30-9-26

Chair of governors Date: 30-9-26

1. What is the EYFS?

1.1 The Early Years Foundation Stage (EYFS) applies to all children from birth to the end of the reception year. At Ramsden Primary School, children join in the nursery at the age of 3 and progress to reception class in the academic year that they turn 5.

2. Aims

2.1. Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

2.2. Four guiding principles shape our practice:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships.**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- Learning and development is important. Children develop and learn in different ways and at different rates.

2.3. To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provides a safe and secure learning environment.

3. Learning and Development

At Ramsden Primary School we want every child to develop into an independent learner who can be resilient, confident, self-motivated and successful. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by their early experiences at school. We use praise and encouragement, as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning.

3.1. The EYFS curriculum is based on an observation of children's needs, interests and stages of development. Development of children's capabilities are guided to help ensure that children in our care, fully benefit from future opportunities that may arise. Activities in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

3.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

3.3. There are seven areas of learning and development that must shape education programmes in the EYFS setting. These are split into two important interconnecting sections – prime and specific.

3.4. The 'prime' areas of learning and development are:

- Communication and language
  - Listening, attention and understanding
  - Speaking
- Physical development
  - Gross motor skills
  - Fine motor skills
- Personal, social and emotional development
  - Self-regulation
  - Managing self
  - Building relationships

3.5. The 'specific' areas of learning and development are:

- Literacy
  - Comprehension
  - Word reading
  - Writing
- Mathematics

- Numbers
- Numerical Patterns

- Understanding the world
  - Past and present
  - People, culture and communities
  - The natural world
- Expressive arts and design
  - Creating with materials
  - Being imaginative and expressive

3.6. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

3.7. The EYFS lead and teacher will discuss any cause for concern in a child's progress, especially in the prime areas of learning within the nursery setting and all areas of learning in the reception class. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support. This will then be discussed with the child's parents/carers.

3.8. The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the teacher will discuss this with the EYFS lead and then contact the child's parents to understand their home language skills and assess if there is cause for concern about a language delay.

3.9. Each area of learning and development will be implemented through a mix of adult-led, prepared activities, pupil-initiated activities and continuous provision.

3.10. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

3.11. In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- **Playing and exploring** – children investigate and experience things and have a go.
- **Active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements.

- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

4. Inclusion

4.1. We value the diversity of all individuals within the EYFS.

4.2. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

4.3. At Ramsden Primary School we believe all our children matter. We give our children every opportunity to achieve their best.

4.4. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace, extending the children's knowledge, experience and interests. We do this by taking into account the range of life experiences that our children have had.

4.5. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

4.6. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.

4.7. Special Education Needs in the EYFS setting will be monitored and managed by the school's SENDco.

5. The Learning Environment and Outdoor Spaces

At Ramsden Primary School we recognise that the learning environment plays a key role in supporting and extending the children's development. We plan challenging but achievable activities and experiences to extend the children's learning.

5.1. The classroom is organised in such a way that children can explore and learn in a safe environment.

5.2. Children have access to an enclosed outdoor play area, in nursery, reception, year 1 and year 2. In the nursery indoor and outdoor activities are planned and in the reception class free flow activities are planned, ensuring both inside and outside environments are used at all times, unless circumstances, such as the weather, would make outdoor activities inappropriate and unsafe.

5.3. Ramsden Primary School very much believes that outside learning is as valuable as the inside learning environment. We are proud to say we have our own woodland and this is used as a learning classroom at least each week.

5.4. There are boys and girls, toilet facilities available to the reception and year 1 classes and a shared toilet and a disabled toilet in the nursery. There are

hygienic changing facilities located in the nursery containing a supply of spare clothes and changing materials when required.

6. Assessment

6.1. Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

6.2. When a child starts in the Early Years at Ramsden Primary School, parents are encouraged to share their child's, 2 Year Progress Check with staff.

6.3. Parents will be kept up-to-date with their child's progress and development, by termly 'Progress Reports', with an opportunity to meet the teacher. There are also opportunities throughout the year to come into the classroom and look at the work their child has produced.

6.4. Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their level of achievement, interests and learning styles and will use this information to shape learning experiences for each child.

6.5. The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- In nursey using the observation check points in 'Development Matters', to have a well-rounded picture of a child's knowledge and understanding and school readiness for the reception class.
- Reception Baseline Assessment (RBA) – a short assessment which is taken within the first six weeks of a child starting reception class.
- The Early Years Foundation Stage Profile – (EYFSP) a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELG's) and their readiness for Year 1.

6.6. The school reports the EYFS Profile results to the Local Authority. The LA is under a duty to return this data to the relevant government department.

6.7. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

6.8. The class teacher and SENDco will discuss any cause for concern in a child's progress with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need which requires additional support.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst ensuring that these

children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the class teacher and EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

7. Moderation

Moderation of the EYFS profile assessment is a collaborative process with colleagues. It supports the quality assurance of teacher judgements and we believe provides a valuable opportunity for professional development of all our staff in the EYFS.

8. Safeguarding and Welfare

8.1. All necessary steps are taken to keep the children in our care safe and well.

8.2. Children learn best when they are healthy, safe, secure, when their individual needs are met and when they have positive relationships with the people caring for them.

8.3. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

8.4. The DSL is Mr Christopher Wilson.

8.5. The deputy DSL is Mrs Joanne Mallinson, Ms Katie Robinson and Mrs Lisa Gardiner.

8.6. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.

8.7. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.

8.8. The DSL and deputy DSL will undertake child protection training as required.

8.9. Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

8.10. Safeguarding concerns are recorded on the electronic recording system CPOMS.

8.11. When children are released from our care at the end of a session, we will only release children to parents/carers or if the parent/carer has explicitly notified the school of changes to this arrangement.

8.12. Each child in the nursery setting will have an Intimate Care Plan agreement between parents and school, which both will sign (see additional policy). This

will be extended into the reception class, where a child still needs support with their toilet training.

8.13. School will follow up absences in a timely manner, including in the nursery class. Any concerns will be reported to Children's Social Services.

9. Mobile phones and devices

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

Use of personal mobile phones by staff members

9.2. Staff members must not use personal mobile phones or cameras when children are present.

9.3. Staff may use mobile phones on school premises outside of working hours when no children are present.

9.4. Staff may use mobile phones in the staffroom or office during breaks and non-contact time.

9.5. Mobile phones should be safely stored and turned off whilst children are present.

9.6. Smart watches must have notifications turned off.

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

9.8. Staff who do not adhere to this policy will face disciplinary action.

9.9. Staff may use their professional judgement in emergency situations.

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

Use of mobile phones by parents, visitors and contractors

9.11. Posters are used around the school to indicate that the school is a mobile free zone.

9.12. Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.

9.13. Staff must report all concerns about parents, visitors and contractors use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

9.14. Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.

9.15. School devices must only be used for work related matters.

9.16. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

9.17. Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns on CPOMS.

9.18. School devices must not be taken off school premises without prior permission from the head teacher.

9.19. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

10. Screen Time

Screen time within the Early Years is limited, planned and has intended learning outcomes, supporting healthy child development. Children within the ages of 3-5 years spend no more than 1 hour engaged in screen time, which is split within short periods of time throughout the school day.

11. Health and safety

11.1. The school will promote the good health of children in the EYFS, including the promotion of good oral health.

11.2. A first-aid box is located between the reception class and year 1 and in the nursery classroom in the kitchen. All staff in the Early Years are Paediatric First Aid trained.

11.3. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.

11.4. The school's Administering Medication Policy outlines the procedures for administrating medicines.

11.5. The EYFS staff will report any accident or injury involving a child to their parents/carers on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents/carers.

11.6. Accidents and injuries will be recorded in an accident book, located in the disabled toilet in the main school and in the nursery.

11.7. The head teacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

11.8. The school has a Fire Evacuation Plan in place.

11.9. Any food or drink provided to children is healthy, balanced and nutritious.

11.10. The head teacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.

11.11. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.

11.12. Fresh drinking water is available at all times.

11.13. Smoking or vaping is not permitted on the school premises.

11.14. The Health and Safety Policy outlines the full health and safety policies and procedures.

12. Staffing

12.1. A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

12.2. Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

12.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

12.4. The EYFS lead has a BA (Honours) Early Years Teaching Degree with QTS and the reception teacher has a BEd (Honours) Degree with QTS. All other staff have at least a level 3 qualification, unless an apprentice.

12.5. There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.

12.6. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.

12.7. The school will organise PFA training to be renewed every three years.

12.8. The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the Early Years Foundation Stage' 2026.

12.9. The school adopts the following staffing ratios:

- For children aged three and over:
  - Within the nursery setting there are places for 26 children. There is one member of staff for every 13 children. One member of staff is

a school teacher as defined by section 122 of the Education Act 2002. One member of staff holds a relevant level 3 qualification.

- The reception class is subject to infant class sizes of 30 children. One member of staff is a school teacher as defined by section 122 of the Education Act 2002. One member of staff holds a relevant level 3 qualification.

12.10. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

13. Information and Records

13.1. Information is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

13.2. The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

13.3. The following information about the school is recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school and their hours of attendance.

13.4. The following information is made available to parents:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS

13.5. Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

14. Parental Involvement

14.1. We firmly believe that the EYFS cannot function without the enduring support of parents.

14.2. Parents receive a termly Progress Report in reception and nursery; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. Within the nursery setting parents are welcome to talk to the staff at the beginning and end of the day.

14.3. Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

14.4. Parents are asked to complete admission forms and a medical form.

15. Transition Periods

15.1. At Ramsden Primary School we are proud that we offer an extended transition into the EYFS and then moving into KS1.

15.2. Children entering our nursery; children and parent/carer are invited to a play and stay session in the term before they start the nursery.

15.3. Children who attend Ramsden Primary School nursery become very familiar with the main school building and spending time in the reception class environment.

15.4. Children entering our reception class; initially parents are invited to a new parents meeting. The reception teacher will then visit the child in their pre-school setting. If the child is at Ramsden Primary School nursery the reception teacher and nursery teacher will meet to discuss the child and then meet the child in the nursery setting. Two transition visits will follow one in the afternoon and one during the morning session.

15.5. Children entering the year 1 class; children will have part of a day transition into the year 1 class which allows them to build a relationship with their new teacher. Also the reception and year 1 teacher will meet to pass on valuable information about the children.

16. Monitoring and review

16.1. This policy is reviewed annually by the governing board and the head teacher.

16.2. Any changes made to this policy will be communicated to all members of staff.

16.3. All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

16.4. This policy is written in line with the 'Early Years Foundation Stage Statuary Framework 2026'.

16.5. The next scheduled review date for this policy is September 2027.