WHITEHALL PRIMARY SCHOOL

Early Years Foundation Stage Policy

1. Introduction and Vision

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Whitehall Primary School. The EYFS applies to children from birth to the end of the Reception Year. It is underpinned by the EYFS Statutory Framework 2025 and our commitment to providing a safe, inclusive and nurturing environment in which every child can thrive. Our provision promotes teaching and learning to ensure children's 'school readiness' and equips them with the broad range of knowledge and skills essential for sustained progress through school and life. We recognise that children develop at different rates and that each child is unique. Our EYFS provision lays the foundation for future learning by supporting children's personal, social and emotional development and by fostering positive attitudes to learning, and embedding our school values of curiosity, aspiration, and independence.

At Whitehall, children join our part-time Nursery in the academic year when they are four years old. They transition to full-time attendance in Reception in the September before they are five. Our Nursery cohort typically comprises children aged three to four years, while Reception children are between four and five years. These two years constitute the Early Years Foundation Stage, establishing the foundational knowledge, skills and dispositions for all future learning.

Aims and Principles

We intend for our EYFS provision to:

- Provide a happy, secure and stimulating learning environment that fosters curiosity, aspiration, and independence.
- Ensure children feel valued, confident and independent learners.
- Support children's holistic development across all areas of learning, in line with the EYFS framework.
- Build strong, collaborative partnerships with parents and carers, recognising them as key educators.
- Ensure equality of opportunity and inclusive practice for all children.

We are guided by the four overarching principles of the EYFS:

1. **A Unique Child** – Every child is a competent learner who can be resilient, capable, confident and self-assured
2. **Positive Relationships** – Children develop strength and independence through positive, nurturing relationships.
3. **Enabling Environments** – Children learn and develop well in environments that are responsive to their individual needs and interests, providing rich opportunities for exploration and challenge.
4. **Learning and Development** – Children develop and learn in different ways and at different rates, requiring a flexible and responsive curriculum.

2. Intent: Curriculum Design

At Whitehall Primary School, our EYFS curriculum is intentionally designed to build upon children's prior learning from previous settings and home experiences. We provide first-hand learning experiences that foster resilience, communication, and ambition, reflecting our school values. We recognise and celebrate each child as a unique individual within our diverse community. Foundational skills, knowledge, concepts, and values are central to enabling learning. We provide enriching opportunities that ignite curiosity and engagement, ensuring that children's early experiences of school are positive and cultivate a lifelong love of learning, shaping them into the 'thinkers and doers' of the future. Community involvement is integral, celebrating local traditions and developing skills for active participation.

Throughout their time in EYFS, children develop a sense of belonging and are prepared for a smooth transition to Year 1, equipped with the confidence, skills, and ambition to make decisions, self-evaluate, make connections, and become lifelong learners.

We intend to:

- Foster a strong partnership with parents and carers, collaboratively nurturing independent, happy learners who thrive and reach their full potential from their unique starting points.
- Recognise and respond to children's interests, providing rich opportunities within our curriculum to deepen knowledge, extend language and vocabulary, and support children in meeting their next steps.
- Create inspiring indoor and outdoor learning environments that promote curiosity, exploration, and investigation, reflecting our school grounds and forest school area.
- Ensure all children are prepared to meet the Early Learning Goals at the end of the Foundation Stage, making at least good progress from their starting points.
- Facilitate a smooth transition into Key Stage 1, ensuring continuity and progression in learning.

At Whitehall 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/community assemblies and rewards, to encourage children to develop a positive attitude towards learning.

3. Implementation: Curriculum and Teaching

The Early Years Foundation Stage Curriculum

At Whitehall Primary School, we implement the EYFS Statutory Framework 2025. This framework comprises seven equally important and interconnected areas of learning and development. Three of these, the Prime Areas, are particularly crucial for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. Each area of learning requires a balance of adult-led and child-initiated activities in order for most children to reach the levels required at the end of the EYFS.

The 3 Prime Areas are:

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

These Prime areas develop rapidly in response to relationships and experiences, underpinning and supporting learning across all areas. They remain fundamental throughout the EYFS.

Staff also support children in four specific areas, through which the three prime areas are strengthened and applied.

The 4 Specific Areas are:

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

Children's development is assessed regularly. As the year progresses, the curriculum balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

Pupils participate in a daily systematic phonics lesson, following the DfE-accredited ALS Phonics: Letters and Sounds programme. In Mathematics, we utilise 'Early Number Sense' from NCETM, providing children with opportunities to develop and embed mathematical concepts and reasoning skills.

Oracy is a key focus within our EYFS provision. We actively encourage children to express their own ideas, ask questions, and engage in meaningful conversations with peers and adults. Through storytelling, role-play, and group discussions, we build children's confidence in speaking and listening, laying the groundwork for their future communication and writing skills, directly supporting our school priority to embed oracy across the curriculum.

Characteristics of Effective Learning

We ensure that our environment and curriculum delivery actively foster the three Characteristics of Effective Learning. These characteristics are integral to supporting children's learning styles, promoting our school values of curiosity, independence and aspiration.

- **Playing and exploring**

Children are provided ample opportunities to investigate and experience things and to become curious. Through play, they explore authentic real-life resources and develop learning experiences that help them make sense of the world. They practise and build up ideas, learn self-regulation, and understand the need for rules. They have the opportunities to think creatively, both individually and collaboratively, communicating with others, developing vocabulary, and investigating and solving problems.

- **Active learning**

Children are provided with time and space to concentrate, persevere through challenges, and celebrate their achievements. Active learning is fostered when children are motivated and interested. We offer open-ended resources and provide children with a degree of independence and control over their learning. As children develop their confidence, they learn to make decisions, take ownership of their learning and experience satisfaction.

- **Creating and thinking critically**

We encourage and support children to develop their curiosity, generate their own ideas, make connections between concepts, and develop strategies for problem-solving. We provide opportunities for creativity across all areas of learning. Adults support children's thinking by showing interest, offering encouragement, clarifying ideas, and asking open-ended questions. Children are empowered to access resources and move around the classroom purposefully to extend their learning.

Curriculum Planning

The Early Learning Goals provide the basis for curriculum planning throughout the Foundation Stage. The learning intentions within the EYFS are guided by the Development Matters non-statutory guidance document and are sequenced to ensure progression. Planning is structured around engaging themes and topics, incorporating discrete, direct teaching in phonics, reading, writing and mathematics.

In addition to daily phonics teaching through the ALS Letters and Sounds programme, we embed early writing skills by providing regular opportunities for mark-making, fine motor development, and emergent writing activities across all areas of learning. The themes and topics serve as vehicles to address children's next steps in learning and respond to their emergent needs, achievements, and interests.

Our medium-term plans, developed by the Curriculum Leaders, outline intended learning and a sequence of progressive lessons. Planning remains flexible, allowing us to capture and respond to children's interests effectively. Oracy is woven into all areas of learning, demonstrating a whole-curriculum approach.

We actively plan for enriching experiences, including visits to the local environments such as the park, shops and library, and arrange a visit to the farm. These outings provide valuable first-hand experiences and opportunities that may not otherwise be accessible to the children, broadening their understanding of the world around them. We actively promote oracy across the EYFS curriculum to support confident communication, reflecting the school's priority to embed oracy across all Phases. While AI tools support curriculum planning and assessment, professional pedagogical judgement remains central. AI is used to complement, not replace, hands-on experiential learning and adult interactions critical to EYFS development.

4. **Inclusion: SEND, Disadvantaged and EAL**

At Whitehall Primary School, we are committed to an inclusive approach where every child matters. We value the diversity of individuals within the school community and actively promote equality, ensuring no child is discriminated against due to differences in race, religion, gender, abilities or background. All children and their families are valued and respected. For children with high needs awaiting specialist placements, we provide targeted support and adaptations within EYFS, working closely with external agencies to meet their developmental and learning requirements effectively.

We strive to provide every child with the opportunity to achieve their best by taking into account and valuing their diverse life experiences when planning for their learning.

In the EYFS, we set realistic yet challenging expectations tailored to meet the needs of all our children. This includes planning to support the needs of:

- Boys and girls
- Children with special educational needs and disabilities (SEND)
- More able children
- Children from all social and cultural backgrounds
- Children with English as an additional language (EAL)

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experiences and interests, fostering their self-esteem and confidence;

- employing a wide range of inclusive teaching strategies (visual, auditory and kinaesthetic) and using Dyslexia friendly and culturally responsive resources, tailored to the children's learning needs;
- adapting plans, resources and activities to meet the needs of SEND and disadvantaged pupils, including targeted interventions;
- providing diverse opportunities to motivate, support, and enable children to learn effectively;
- cultivating a safe and supportive learning environment where every child's contribution is valued;
- utilising resources that reflect diversity and are free from discrimination and stereotyping;
- regularly monitoring children's progress and implementing timely interventions and next steps (e.g. referrals to speech therapy) as necessary;
- collaborating closely with parents, carers and external agencies to ensure all children's needs are met, enabling them to access the curriculum and make good progress;
- and providing appropriate support and making reasonable adjustments in line with legal requirements.

It is paramount to us that all children in our school are safe. We educate children on boundaries, rules and limits, explaining the rationale behind them and providing opportunities for them to make choices, thereby developing this vital life skill (refer to Whitehall Primary School Behaviour Policy & Safeguarding Policy documents). We encourage children to take appropriate risks, teaching them how to recognise and avoid hazards, thereby promoting resilience and self-management.

5. Personal Development and British Values

At Whitehall Primary School, we recognise that children learn to be strong and independent individuals. We aim to foster caring, respectful, and professional relationships with all children and their families. We teach the children to value and respect all the faiths and cultures, celebrating diversity through learning about and participating in the major festivals throughout the year. Personal, Social, and Emotional Development (PSED) lessons, alongside everyday learning experiences, teach children about right and wrong, respecting the rules and laws, resolving conflicts, appreciating different viewpoints, and understanding democracy, liberty, respect and tolerance. These principles are central to embedding the core British Values across our curriculum, introduced through age-appropriate activities and reinforced through positive interactions and community involvement.

Parents/Carers as Partners

We recognise and value parents and carers as the children's first and most enduring educators. We are committed to working in close partnership with them to support their child's education and development. We achieve this through:

- Conducting home visits to all the new Nursery children before their start date.
- Collaborating closely with pre-school providers to ensure transition.
- Hosting 'Welcome Meetings' in the summer term for new Nursery and Reception families, providing them with essential information.
- Holding a Reception parents' meeting in September to inform parents and carers about the curriculum and other vital information.
- Scheduling pastoral meetings for Nursery and Reception parents and carers during the Autumn term at which the teacher and the parent discuss how their child has settled.
- Arranging further parent meetings for both Nursery and Reception in the Spring term to discuss their child's progress.
- Providing parents and carers with a written report on their child's attainment and progress at the end of the school year.
- Maintaining an open-door policy for parents and carers with any queries or concerns. Conversely, EYFS staff will promptly communicate any concerns regarding a child's progress with parents and carers.
- Delivering Reception Literacy and Maths Parents Workshops in the Autumn term, empowering parents and carers with knowledge of our teaching methods and ideas for supporting their child at home.
- Offering weekly 'Stay and Play' sessions, providing a focused learning opportunity for parents and carers.
- Organising a range of collaborative activities throughout the year, including class assemblies, festivals, Sports Day, fund-raising events, and Friends of Whitehall (FOW) events.
- Displaying information on notice boards regarding topics and themes to encourage active parental involvement.
- Utilising a home-school diary in Reception for communication between parents, carers, and teachers.
- Providing periodic homework activities in Reception for parents and carers to complete with their child.
- Encouraging parents and carers to contribute to their child's Learning Journey, documenting achievements at home via the Evidence Me App.
- Allocating a Key Person to each child, providing a consistent point of contact for children, parents, and carers regarding any issues or achievements.

The Learning Environment

At Whitehall Primary School, we recognise that the learning environment plays a crucial role in supporting and extending the children's development. This process begins with observing children to assess their interests, development and learning, which informs planning of challenging yet achievable activities and experiences designed to extend their learning.

We plan both indoor and outdoor learning environments that foster a positive attitude to learning and reflect individual children's interests, passions, and abilities. We utilise authentic resources and equipment that represent the children's community and the wider

world. We encourage children to make their own selections from the activities on offer, fostering independent learning. All resources and spaces are ensured to be safe and are checked regularly.

Our EYFS classrooms are organised to enable children to explore and learn securely and safely. Designated areas cater for active play, quiet reflection, and rest. The classrooms are set up in distinct learning zones, allowing children are able to find and locate equipment and resources independently. Both Nursery and Reception classes benefit from a separate enclosed outdoor learning environment. Outdoor provision offers unique opportunities for children to engage in activities in different ways and on different scales compared to the indoor learning environment. It encourages exploration, sensory engagement, and physical activity. We plan for children to access a wide variety of outdoor activities and resources that support development across all seven areas of learning, including our forest school area.

6. Impact: Achievement and Assessment

The impact of our EYFS curriculum is measured through comprehensive assessment procedures that allow us to gauge outcomes against national standards. Crucially, it will also be measured by how effectively it develops our pupils into well-rounded individuals who embody our school values of curiosity, independence, and aspiration, becoming lifelong learners and valuable future citizens. We aim for all our pupils to be Key Stage 1 ready upon leaving Reception, with our core values deeply embedded.

Assessment in the EYFS at Whitehall Primary School is a continuous and integral process, taking the form of formal and informal observations, photographic evidence and analysis of work planned activities.

Formative assessment is conducted regularly by the teachers and key adults, involving parents and carers. Staff are skilled in observing children to identify their achievements, interests, and next steps for learning, which directly informs planning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in children's digital Learning Journeys, which are shared with parents. In line with the school's priority to implement AI to support teaching, EYFS practitioners use digital tools judiciously to enhance learning and assessment, ensure that technology complements hands-on experiential learning and maintain professional pedagogical judgement.

During the first six weeks of Reception, pupils undertake the Reception Baseline Assessment (RBA), an online assessment uploaded to the DfE. Ongoing formative assessment continues through observations within the learning environment. These assessments enable us to identify patterns of attainment within the cohort and adapt teaching programmes for individual children and groups.

Summative assessments are completed at the end of each half-term using Sonar Tracker,

feeding into the whole-school assessment and tracking process. Attainment is analysed at Pupil Progress meetings and next steps identified.

The Early Years Foundation Stage Profile (EYFSP) is the nationally employed assessment tool that is used at the end of the Foundation Stage to summarise pupils' progress towards the Early Learning Goals (ELG). Each child's level of development is recorded against the 17 ELGs as Emerging, Expected or Exceeding. A summary of these assessments is sent to the Local Authority for analysis. Children achieving the ELGs in the three Prime areas plus Literacy and Maths attain the Good Level of Development (GLD).

Assessment outcomes, including the EYFSP results, are regularly analysed by the EYFS Phase Leader and shared with Senior Leaders to inform whole-school improvement strategies, particularly in relation to Literacy and personal development targets. This EYFSP information is shared with the child's Year 1 teacher to inform planning for the year ahead. A comprehensive end-of-year written report is provided to parents detailing each child's progress in each area of learning, commentary on the Characteristics of Effective Learning, strengths, areas for development, and next steps. The reports are finalised in June and are sent to parents in early July each year.

The key features of effective EYFS practice at Whitehall Primary School include:

- A Strong partnership between EYFS practitioners and parents/carers, fostering children's security, well-being, and sense of achievement.
- EYFS practitioners' deep understanding of child development and learning, which is consistently reflected in their teaching.
- A diverse range of teaching approaches that provide first-hand experiences, clear explanations, timely interventions, and extend and play, talk, and other means of communication.
- A carefully planned and progressive curriculum that guides children towards achieving the Early Learning Goals throughout the EYFS.
- Opportunities for children to engage in activities that build upon and extend their interests, developing their intellectual, physical, social and emotional abilities.
- Encouragement for children to communicate about their learning, fostering independence and self-management skills.
- The provision of appropriate and accessible indoor and outdoor spaces, facilities, and equipment that support learning.
- Regular identification of the children's progress and future learning needs through observations, which are consistently shared with parents;
- Positive relationships with other early years settings to ensure smooth transitions for children joining our school.
- Clearly defined aims for our EYFS provision, with regular monitoring and evaluation to drive continuous improvement.
- Ongoing identification of training needs for all practitioners to ensure professional development.

This foundational work in the EYFS directly supports our school priorities by developing early literacy skills crucial for writing, fostering the communication skills essential for oracy, and nurturing the independence and curiosity that underpin lifelong learning.

Transition

At Whitehall Primary School, we understand that 'Transition' refers to the movement between years and phases within the school, distinct from 'Transfer', which denotes movement between schools. We are committed to ensuring our children experience a seamless transition between phases, maintaining the pace and quality of learning to ensure continued good progress across all areas.

We recognise the potential challenges in transitioning from a 'play' based EYFS curriculum to a more formal KS1 approach.

To ensure a smooth transition takes place, we operate on the following:

Information gathering

- Prior to the children starting in a new class or phase, information is gathered in collaboration with parents, existing staff, and receiving staff.
- Discussions and information will focus on the whole child, encompassing routines, interests, family dynamics, relevant medical information, and any additional needs, not solely child development or academic achievement.
- Transition timescales are flexible and adapted to meet the individual needs of the child.
- Sensitive information, such as social care issues, special educational needs, or looked-after-child, is shared on a 'need to know' basis, in full compliance with the Data Protection Act.

Familiarisation

- Joint playtimes are scheduled in the summer term, allowing Nursery children join Reception children in the main outdoor playground, and Reception children join with Key Stage 1 children in their playground.
- Equipment and activities are shared towards the end of the academic year to ensure children become familiar with new resources.
- Reception teachers to spend time in the summer term with the Nursery class.
- Year 1 teachers spend time with the Reception children in the Year 1 classes during the summer term, engaging in activities such as reading stories and teaching lessons.

Approaches to Teaching and Learning

- Year 1 teachers are aware that some pupils may not have achieved some of the ELGs essential for the Year 1 curriculum. They will use the EYFS Curriculum knowledge to inform their teaching for these pupils, as well as those with SEND, EAL, or any specific needs.
- Opportunities for continuous provision are incorporated into the first half-term in Year 1.

- The Nursery practitioners work with the children to foster independence.

Transfer of Information

- Year 1 teachers are fully informed of each child's EYFS Profile results.
- Individual scores are collated onto a spreadsheet to indicate the class profile.
- Year 1 teachers participate in EYFS moderation activities during the summer term.
- Phonics assessments, reading record sheets, and teacher assessments are systematically transferred.
- Children identified as needing additional support or interventions are highlighted.
- Reception teachers are fully briefed on the ages and stages of each child from the Nursery and external settings, with teacher assessments and records shared and passed on.

7. Safeguarding and Welfare

At Whitehall Primary School, the safety and well-being of our children are paramount. We proactively support children's emotional well-being through PSED lessons, nurturing relationships, and promoting resilience, self-regulation, and positive mental health from the earliest years. We are legally bound to comply with the welfare requirements outlined in the Statutory Framework for Early Years Foundation Stage 2025.

Our commitment includes:

- Providing a welcoming, safe and stimulating environment where children can develop confidence and resilience.
- Maintain high standards of health, safety and hygiene;
- Promoting children's emotional well-being and positive behaviour;
- Managing behaviour effectively and consistently in a manner appropriate to the children's stage of development and individual needs.
- Ensuring all staff are appropriately trained, vetted and suitable to work with children, including those who may have unsupervised access.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensuring the setting, furniture and equipment are safe, suitable and fit for purpose.
- Maintaining all necessary records, policies, and procedures required for the safe and efficient management of the setting, in line with the School's Safeguarding and Child Protection Policy.

Designated Safeguarding Lead

- We have appointed a Designated Safeguarding Lead (DSL) who takes lead responsibility for safeguarding children across the whole school, including our nursery and reception provision. The DSL is Anna Boychuk, Head Teacher.
- Deputy DSL's is also appointed to ensure cover at all times during school hours. The deputy DSL's are Jagrup Ruprai (Deputy Headteacher), Samuel Hill (Upper KS2 Phase

Leader), Poonam Keshwala (Lower KS2 Phase Leader), Sandip Dulay (KS1 Phase Leader), Nayna Sharma (EYFS Phase Leader), Maryam Chopdat (SENCo) and Perminder Davies (Business Manager).

- Both the DSL and deputies have received appropriate training consistent with the criteria set out in Annex C of the EYFS statutory framework and Keeping Children Safe in Education 2025.
- The DSL provides ongoing support, advice and guidance to all practitioners.
- All staff know who the DSL and deputies are and how to contact them.
- The DSL has appropriate status and authority within the school to carry out their duties, including managing safeguarding referrals and liaising with external agencies.

Safeguarding Training:

All Staff

- All practitioners receive safeguarding and child protection training at induction and at least annually thereafter.
- Training is delivered in line with the criteria for effective training set out in Annex C of the EYFS statutory framework and meets the requirements of Keeping Children Safe in Education 2025.
- Training is renewed at least every 2 years as a minimum.
- All staff are supported and confident in applying our safeguarding policies and procedures.
- Staff receive regular safeguarding updates via staff meetings, e-bulletins, and weekly briefings.
- All staff who work directly with children read and understand at least Part 1 of KCSIE 2025.
- All staff receive a copy of our Child Protection and Safeguarding Policy at induction and whenever it is updated.

Safer Recruitment

- All staff appointments follow rigorous safer recruitment procedures in line with Keeping Children Safe in Education (KCSIE) 2025 and the EYFS Statutory Framework.
- We obtain references before employing any new member of staff.
- All adults working with children undergo appropriate vetting checks including enhanced DBS checks with barred list information.
- Our Safeguarding policy includes detailed safer recruitment procedures.
- At least one member of every recruitment panel has completed accredited safer recruitment training.
- Our single central record indicates that all pre-appointment and vetting checks for staff have been made.
- We obtain written confirmation that required safeguarding checks have been carried out on all our staff working at any alternative provision we use.

Staff Ratios

We maintain appropriate adult-to-child ratios at all times in accordance with the EYFS statutory framework.

- Nursery: 1 Class Teacher and 1 Level 3 Teaching Assistant for up to 26 children (1:13 ratio).
- Reception: 1 Class Teacher for up to 30 children (1:30 ratio) and 1 Level 3 Teaching Assistant for extra support.

Additional Level 2 Teaching Assistants may be employed to support specific children with additional needs or to deliver targeted interventions to groups of children. All staff in the EYFS hold a current Paediatric First Aid certificate.

Keeping Safe

It is paramount that all children in our school are safe. We educate children on boundaries, rules and limits, helping them understand the reasons behind them. We provide children with choices to develop this essential life skill. We encourage children to take appropriate risks, teaching them how to recognise and avoid hazards, thereby promoting resilience and self-management. Our commitment extends to protecting the physical and psychological well-being of all children (refer to Whitehall's Safeguarding and Child Protection Policy).

Staff are prohibited from using personal mobile phones or devices in the classroom and from taking photographs with personal handsets in line with Whitehall's Acceptable Use Policy. School-provided iPads and cameras are used by staff to capture photographic evidence, supporting the EYFS observation assessment cycle. These images are used in children's portfolios, class displays and on the school website. Parental written permission for the use of their child's image on the school's website is obtained through admission paperwork. Age-appropriate E-Safety lessons are planned and delivered regularly.

In line with the school's priority to implement AI to support teaching, EYFS practitioners use digital tools to enhance learning and assessment, ensuring that technology complements hands-on, experiential learning and maintains professional, forward-thinking practice in EYFS.

Good Health, Nutrition and Safer Eating

Snacks and Meals:

- All children in Nursery and Reception are provided with a healthy snack each day.
- Children in Nursery and Reception classes have access to free milk up to their 5th birthday through the National Milk Scheme.
- Children have access to fresh drinking water at all times throughout the school day.
- We have regard for the Early Years Foundation Stage nutrition guidance when providing meals and snacks.
- We promote healthy eating through our curriculum and role modelling.

Dietary Requirements, Allergies and Intolerances:

Before a child is admitted to our Nursery or Reception provision, we obtain detailed written information on:

- Special dietary needs and preferences
- Food allergies and intolerances
- Special health requirements

This information is shared with all staff involved in food preparation and handling, including kitchen staff and lunchtime supervisors.

We work in partnership with parents/carers and health professionals to:

- Create individual allergy action plans for children with known allergies or intolerances
- Keep this information up to date through regular consultation
- Ensure all staff are aware of and can implement these plans
- We regularly consult with parents/carers to discuss their child's progress with solid foods and any changes to dietary needs.

Mealtime Safety:

- At every snack and mealtime, a designated member of staff is responsible for checking that the food provided meets every child's individual dietary requirements.
- While children are eating, a member of staff with a valid Paediatric First Aid certificate (consistent with the criteria in Annex A of the EYFS framework) is always present in the room.
- Children are seated safely in appropriate chairs at tables in a designated eating space.

Food is prepared in a way that:

- Prevents choking (e.g., grapes are cut lengthways, hard foods are appropriately sized)
- Meets each child's individual developmental needs
- Is appropriate for their age and stage of development
- Staff supervise children closely during mealtimes and are trained to recognise choking risks

In the event of a choking incident, we:

- Follow our emergency first aid procedures
- Record full details of the incident
- Inform parents/carers immediately
- Review our procedures to prevent recurrence.

Intimate Care

Intimate care refers to any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may require support with personal hygiene tasks such as dressing, toileting, or changing underwear following an accident. It is good practise to inform the school nurse of all children requiring intimate care, where necessary.

Every child has the right to privacy, dignity and a professional approach from all staff. We work in partnership with parents to provide appropriate support for individual children. No intimate care will be provided without the explicit written consent of the parent or guardian. Written permission will be obtained from all parents and guardians when their child joins Whitehall Primary School using the school's Intimate Care Policy.

Attendance and Absence

- Whitehall Primary School maintains a whole-school attendance policy which applies to our nursery and reception provision.
- This policy is shared with all parents and carers at the point of admission and is available on our school website.
- Parents/carers are expected to notify the school by 9:00 am on the first day of any absence, explaining the reason.
- If a child is absent without notification from the parent/carer, we will:
  Contact parents/carers on the same day by telephone.
  -If we cannot reach parents/carers, we will contact emergency contacts.
- For prolonged absences, we will make multiple attempts to contact all emergency contacts and may conduct a home visit.
- We hold more than two emergency contact numbers for each child wherever possible,
- Persistent or concerning absence patterns will be addressed in partnership with parents and, where necessary, external agencies, including the Education Welfare Service.

Our attendance procedures are detailed in our whole-school Attendance Policy.

Whistleblowing:

- We have established clear procedures for all staff to raise safeguarding concerns about colleagues, practices within the school, or the actions of senior leaders.

Our whistleblowing procedures outline:

- When and how to report concerns.

- Who to contact (including external contacts if the concern is about senior leaders).
- The process that will be followed after a concern is raised
- Protection from detriment for staff who raise genuine concerns
- All staff are made aware of our whistleblowing procedures during induction and through regular training.
- We foster an open culture where staff feel able to raise concerns and trust that concerns will be taken seriously by the senior leadership team and governing body.
- Staff can raise concerns confidentially.
- Our whistleblowing procedures are detailed in the school Whistleblowing policy.

8. Leadership of EYFS

The EYFS Leader provides strategic and operational leadership for Early Years. This includes:

- Ensuring full implementation of the EYFS Statutory Framework
- Maintaining a well-sequenced, ambitious curriculum aligned to whole-school intent
- Monitoring quality through learning walks, planning scrutiny, assessment moderation, pupil progress analysis, and environment audits
- Evaluating provision using evidence from internal monitoring, pupil voice, and external benchmarking
- Reporting regularly to the Senior Leadership Team (SLT) and Governors

Monitoring is rigorous, proportionate, and focused on impact.

Professional Development
Staff receive continuous professional development aligned with school priorities and EYFS best practice. This includes:

- Induction and safeguarding training
- Curriculum development and pedagogy
- Assessment and moderation training
- SEND and inclusive practice
- Participation in local authority and local development group networks

Professional development is evidence-informed and supports staff to deliver high-quality adult interactions, effective assessment, and strong early language development.

Resources and Budget
The EYFS Leader oversees allocation of resources to ensure they:

- Support curriculum intent and progression
- Promote communication, language and personal development
- Enable high-quality indoor and outdoor provision
- Meet the needs of all learners, including those with SEND, disadvantaged and EAL.

Budget decisions are strategic, ensuring value for money and alignment with school improvement priorities.

9. Roles and Responsibilities

Clear governance and leadership structures ensure accountability and high standards in EYFS provision.

The role of Governors in Curriculum Oversight includes:

- Ensuring the EYFS curriculum is ambitious, inclusive, and compliant with statutory requirements
- Holding leaders to account for outcomes and provision quality
- Monitoring safeguarding and welfare requirements
- Review progress data, particularly for vulnerable groups
- Ensuring resources are deployed effectively

Governors receive regular reports on EYFS attainment and development.

The Headteacher and the Senior Leadership Team are responsible for Curriculum Development, including:

- Setting the strategic vision for Early Years
- Ensuring curriculum coherence from EYFS into Key Stage 1
- Monitoring the quality of education and teaching
- Ensuring safeguarding and welfare standards are met
- Supporting the professional development of EYFS staff

The EYFS Leader is responsible and carries out the following duties:

- Designs and implements a sequenced, knowledge-rich curriculum
- Monitors teaching, learning, and assessment
- Leads moderation processes
- Supports staff through coaching and professional dialogue
- Analyses data to identify trends and address gaps
- Ensures effective transition into Year 1

EYFS teachers and practitioners are responsible for:

- Delivering high-quality teaching through purposeful play and adult-led learning
- Maintaining accurate assessment and observations
- Adapting provision to meet individual needs
- Promoting early language and communication
- Building strong partnerships with parents
- Upholding safeguarding and welfare standards

All staff share responsibility for creating a safe, inclusive, and stimulating environment.

10.Monitoring and Review

This policy reflects statutory requirements and best practice guidance and will be subject to regular review to ensure continued compliance and effectiveness.

Monitoring of Implementation
Implementation will be monitored through:

- EYFS Leader monitoring cycle
- SLT oversight
- Governor visits and reporting
- Data analysis and moderation

Monitoring focuses on curriculum impact, quality of interactions, assessment accuracy, inclusion, and pupil outcomes.

Review Frequency
This policy will be formally reviewed annually, or sooner if statutory guidance changes or internal evaluation identifies the need for revision.

Responsibility for Review
The EYFS Leader is responsible for reviewing and updating this policy in consultation with the Headteacher. Final approval rests with the Governing Body.

11.Links to other policies:

Statutory Framework for the EYFS – September 2026
Development Matters Document
Keeping Children Safe in Education (KCSIE)
Whitehall Primary School Safeguarding and Child Protection Policy
Whitehall Primary School Health & Safety Policy
Whitehall Primary School Behaviour Policy
Whitehall Primary School Teaching & Learning Policy
Whitehall Primary School Intimate Care Policy
Whitehall Primary School Attendance Policy
Whitehall Primary School Whistleblowing Policy

Date of the policy: **Spring 2026**

Review date: **Spring 2029**