

Broad Square Primary School

Early Years Foundation Stage Policy



Date Created: November 2023

Updated on:	Changes made / notes:
March 2024	Policy reviewed.
February 2025	Policy reviewed with team and staff name changed
November 2025	Changes made due to KCSIE 2025 and EYFS Statutory Framework 2025(including attendance, eating, toileting)
September 2026	Use of EYFS Statutory framework 2026 New vision statement Screen use Sleeping Arrangements Allergy section

Broad Square Primary School EYFS Vision Statement

We provide a nurturing, ambitious and inclusive early years environment where every child feels a strong sense of belonging. Through high-quality interactions and strong foundations, all children are enabled to thrive. Together, we provide a rich, engaging and carefully planned curriculum that inspires a love of learning and supports every child to achieve their full potential.

Guided by our school values of enjoyment, excellence, responsibility, respect, community, compassion and perseverance, we nurture happy, confident and resilient learners. We are committed to ensuring every child is well-prepared for their next stage of learning, developing the knowledge, skills and character needed to flourish now and in the future.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes strong progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy has been written with regard to:

- the EYFS statutory framework for group and school-based providers (in force from 1 September 2026)
- Keeping children safe in education 2026 (KCSIE), Working Together to Safeguard Children, and the Prevent duty guidance
- the Department for Education's guidance on screen use in early years settings and the EYFS nutrition guidance
- NHS safer sleep advice on sudden infant death syndrome (SIDS) and guidance from The Lullaby Trust
- the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice

Structure of the EYFS in Broad Square Primary School

The school currently has a Nursery base and two Reception classes. Children can join in Nursery from the term after their third birthday. School will need a birth certificate to prove the child's age. Our Nursery offers flexible provision. Where possible, we aim to match this provision to the first choice of all parents/carers.

Options we offer are:

Mornings: 8:30am-11:30am every morning (Monday to Friday)

Afternoons: 12:30pm-3:30pm every afternoon (Monday to Friday)

We also offer **30-hour full time Nursery provision** in addition to our 15-hour offer. For all information regarding this, please contact Miss Palombella, our school Business Manager.

Learning and development

We follow the EYFS educational programmes across the seven areas of learning. The three **prime areas** are the foundation for everything else; the four **specific areas** deepen learning. All areas are equally important, depend on each other and are delivered through a balance of adult-led teaching and child-initiated play.

Prime areas	Specific areas
Communication and Language Personal, Social and Emotional Development Physical Development	Literacy Mathematics Understanding the World Expressive Arts and Design

We also plan for the characteristics of effective learning: playing and exploring, active learning, and creating and thinking critically.

Communication and Language

Language is the foundation for all later learning. We extend children's vocabulary through stories, songs, rhymes, role play and high-quality conversation, and we encourage children to share ideas and experiences and to listen to others.

Personal, Social and Emotional Development

We help children to build secure relationships, manage their feelings and behaviour, work and play with others, take turns and make choices. Children are encouraged to be independent, to respect different cultures and beliefs, and to develop a positive sense of self.

Physical Development

Children develop gross and fine motor skills indoors and outdoors, learn how to keep their bodies healthy, and practise skills such as balance, coordination and pencil control.

Literacy

We promote a love of reading from the start through daily stories, songs and rhymes. Children develop early reading and writing through shared reading, systematic phonics teaching (Monster Phonics) guided reading, and mark-making opportunities indoors and outdoors.

Mathematics

Children build a secure sense of number, pattern, shape, space and measure through practical, playful activities, songs and rhymes, and by using mathematical language in everyday routines.

Understanding the World

Children explore the natural and made world, the people and communities around them, and how things work. They solve problems, investigate, ask questions and make decisions, and they use technology purposefully and with adult support.

Expressive Arts and Design

Children explore and express their ideas and feelings through art, design and technology, music, dance, drama and imaginative play, using a range of materials and instruments. Children take part in celebrations during the year.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. This planning involves activities both indoors and outside.

To do this, staff working with the youngest children are expected to focus strongly on the three prime areas. Staff also consider the individual needs, interests, and stage of development of each child in

their care and use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions supported by high quality questioning, vocabulary and interactions.

As children grow older, move into Reception class and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Assessment

At Broad Square Primary School, ongoing observations and assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers. When a child is in Nursery, staff review their progress and provide parents and/or carers with a summary of the child's development in all areas. Progress is recorded using our assessment system, 'Evidence Me'. This system also allows parents and carers to upload significant progress at home e.g. learning to ride a bike, hop on one leg or recall a Nursery rhyme.

At the end of the Nursery year parents and carers are given a written summary of their child's progress.

Within the **six weeks** that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA). This assessment will be completed for all intakes in reception within an academic year including during autumn, spring and summer terms.

At the end of the reception year/end of EYFS, staff complete the EYFS profile for each child.

The main purpose of this assessment is to support a successful transition into year 1 by informing the professional dialogue between the reception and year 1 teachers. The EYFS profile is also shared with parents and carers to inform them about their child's development. Pupils are assessed against the 17 early learning goals (ELG), indicating whether they are:

- Meeting 'expected levels' of development
- Not yet reaching expected levels are recorded as 'emerging level'

The profile reflects ongoing observations, and discussions with parents and/or carers.

A child is defined as having reached a Good Level of Development (GLD) at the end of the reception year/end of EYFS if they have achieved the 'expected level' for the prime areas of learning (communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. This EYFS profile data is submitted to the local authority.

Working with parents/carers

We value parents and carers as their child's first and most enduring educators. Before children start, we offer a meet the teacher session (stay and play) and we work with previous settings to support transition. We keep parents informed through daily conversations, parents' meetings in the autumn and spring terms, an end-of-year report, newsletters, the school website.

When attending our EYFS, each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The 'key person' supports parents and/or carers in guiding their child's development at home.

We always value in partnership with parents /carers to promote the learning and development of their children and we encourage parents to share developments and achievements made in the family home on the 'Evidence Me' platform. In doing this, we celebrate the breadth of the child's experiences outside of the setting and celebrates and values the whole child.

Child Absences/attendance

Good attendance is a key priority at our school. Attending on time and regularly helps children to establish positive routines and good habits that will support them through their school life.

We will follow up absences in a timely manner. If a child is absent from the EYFS, on day one school will call home and ask for a reason/offer support to get the child back into school.

Please contact the school office on 0151 226 1117 if your child is not attending school on that day. Parents must provide school with at least 3 emergency contact numbers.

Our school designated attendance lead is Mr. Singleton. **Please read the school Attendance policy on the website for further information.**

Inclusion / Special Educational Needs and Disabilities

At Broad Square Primary School, we believe that every child has the right to succeed and flourish. We celebrate diversity and are committed to providing an inclusive environment where every child is respected, valued and represented. Through **early identification**, targeted support and ambitious expectations, we ensure that all children, including those with Special Educational Needs and Disabilities (SEND), disadvantaged children and those learning English as an Additional Language, can access our curriculum and achieve their potential. We work in partnership with families, adapting provision to meet individual needs while fostering a culture of belonging, acceptance and respect. We are committed to removing barriers to learning so that every child can participate, thrive and make strong progress from their starting points.

It is vital that additional needs are identified and addressed as soon as possible in a child's life. We have an allocated, fully qualified SENDCO, Mrs Lester in our EYFS who will work with parents/carers and outside agencies to ensure that the child's needs are supported in a timely manner.

Please see the school SEND policy for further information on this and if you would like to speak to Mrs Lester about your child's additional needs, please call the school office to arrange an appointment or email on senco@broadsgaure.liverpool.sch.uk.

Safeguarding procedures

Our Safeguarding Lead is Mrs. Taylor, our Deputy Head Teacher and details of the full safeguarding team can be found in the entrance to the

school and on the school website. If you are concerned about the safety or welfare of any child in the EYFS, please call the school office to speak to Mrs. Taylor or find a member of the safeguarding team on the school yard daily.

Please take time to read our [School Safeguarding Policy \(found on the school website\)](#). This policy is adhered to throughout the EYFS.

We are an '**Operation Encompass**' school and further information around this can be found on our school website.

Safety messages for the children within EYFS are found throughout the EYFS curriculum and details of this are shared with parents and carers/can found on the school website. The curriculum is shared with all parents/carers throughout the year and additional courses for parents and carers are offered throughout the year.

Safer recruitment and suitability

Within our EYFS:

- All staff, including agency staff, are recruited using safer recruitment procedures.
- New employees must not start work in the EYFS until the school has received their enhanced DBS certificate including children's barred list information, whether or not they would be supervised.
- Volunteers, students and trainees working in EYFS settings also need an enhanced DBS check including barred list information and must not start until it has been received, even if they would be supervised.
- Staff are told at recruitment and induction what information they must disclose if it could affect their suitability to work with children, and must tell the school promptly if their circumstances change.
- Visitors and contractors sign in, wear identification and are never left alone with children.

Key Person

As stated in the EYFS 2026 Statutory Framework, each child in our setting is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should

also help families engage with more specialist support if appropriate. Please speak to staff about who your allocated key worker is.

Mobile phones, cameras and smart devices

Within the EYFS:

- Staff, students and volunteers must not use personal mobile phones, cameras or smart devices capable of taking images in areas where children are present. Personal devices are stored in a secure place and are used only at breaks away from children.
- Photographs and videos of children are taken only on school-owned devices, used only for the purposes parents have agreed to, and stored securely.

Wellbeing and Welfare

We place children's wellbeing, welfare and happiness at the heart of everything we do. Through warm, trusting relationships and responsive care, we ensure that every child feels safe, valued and emotionally secure. We promote positive mental health, physical wellbeing and healthy lifestyles, recognising that children learn best when their emotional and physical needs are met. Working closely with families and external agencies where appropriate, we maintain a strong culture of safeguarding and support children to develop independence, self-regulation, resilience and confidence. We strive to create an environment where children feel empowered to take risks in their learning, build positive relationships and develop a strong sense of self.

Toileting and privacy

We make sure that there are enough toilets and hand basins available for the children. We have suitable and hygienic nappy changing facilities for changing any children who are in nappies. During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

Any child who is needing to be changed by staff on a regular basis due to a medical need will need an Intimate Care plan in place and parents and carers will provide adequate nappies and changing materials for their own child. It is developmentally appropriate that children starting EYFS should be toilet trained. It is advised that parents and carers seek advice from their health visitor if your child is not toilet trained prior to starting school.

Safer Eating

Before starting in our EYFS, we will obtain information about any special dietary requirements, food allergies and intolerances that the child has, and any special health requirements. **Please look at our School Allergy Policy on the school website for further information.** If a child has a food allergy, then we will work together with parents and carers /health professionals to form an allergy action plan as needed.

When in school, whilst children are eating there will always be a member of staff in the room with a valid paediatric first aid certificate.

During eating times, including lunchtime and snack times, children are supervised by an adult who is watching the children whilst they are eating and ensure they stay seated.

Appropriate staff are trained in paediatric first aid and staff preparing food are trained in food hygiene. All staff have completed allergy training.

Parents and carers will be expected to follow guidelines around choking hazards in packed lunch e.g., no popcorn, grapes to be cut in half lengthways.

We are aware that choking can be completely silent, therefore, it is important for providers to be alert to when a child may be starting to choke

If a child does experience a choking incident that requires intervention this will be recorded by school and reported to parents/carers.

Sleeping Arrangements in school

Within our EYFS we do not have a sleeping time.

Three-year-olds (Nursery)

Most three-year-olds do not need daytime sleep, but some do, especially in their first term or if they attend full days.

- When a three-year-old needs to sleep, they are provided with a clean, flat individual floor mattress placed in a quiet area.
- No child is made to sleep.
- A child who falls asleep unexpectedly, for example during a story, on a beanbag or in the outdoor area, is moved to a safe sleep

space as soon as possible and kept within sight and hearing until they wake.

- A child who is unusually sleepy may be unwell. Staff check for other signs of illness and contact parents. Any child who is difficult to wake, unresponsive or breathing abnormally is treated as an emergency.
- All children who sleep on site – parents/carers will be called and advice sought.

Four-year-olds (Reception)

Four-year-olds are not expected to sleep during the school day. Some will fall asleep when they are ill, have had a poor night's sleep, or are still adjusting to a full school day early in Reception.

- A child who falls asleep is moved to a flat, clear surface, such as a floor mat with a sheet and lightweight blanket, in a quiet area where they remain within sight and hearing of a member of staff. They do not sleep on chairs, beanbags or other soft furniture.
- The child is checked frequently, woken once they have had enough rest, and /carers are called for further advice (same day).
- If a child falls asleep on more than an occasional basis, the class teacher speaks to parents about sleep routines, health, or possible underlying needs. Where there are wider welfare concerns, they are raised with the DSL; where there may be SEND, they are raised with the SENCO.

Screen time in EYFS

Evidence shows that screens can have a big impact on children and their development in the early years. Restricting time children spend on a screen is therefore vital.

Evidence suggests that too much screentime is associated with poorer cognitive and behavioural abilities in children, such as reduced verbal activity and reduced vocabulary, and can be associated with

Screen use in our setting will be limited, carefully planned and clearly linked to intended learning aims. We will teach the children about our technologically diverse world by talking to them in an age-appropriate way about different types of technology and how to use them safely.

Screens will not replace high quality staff-child interactions.

Online safety

We follow the online safety requirements in KCSIE, including appropriate filtering and monitoring of school systems. Children use digital devices only under adult supervision.

This policy will be reviewed and approved by the EYFS Lead Mrs. Taylor (Deputy Head Teacher) and the EYFS team annually. At every review, the policy will be shared with the governing board.

This policy can be provided in different formats upon request.

Date: October 2026

Signed: Mr. Morgan

(Chair of Governors)

Date: October 2026

Signed: Mrs C. Foden

(Head Teacher)