

TANKERSLEY C of E (A) PRIMARY SCHOOL

EYFS STRONG FOUNDATIONS AND SAFEGUARDING POLICY



*“Guide me in your truth and teach me, for you
are God my saviour and my hope is in you all
day long.”*

Our vision is to:

- *Love our learning.*
- *Know that God is with us, loves us and has a plan for us.*
- *To make the world a better place.*

*We aim high and have self-belief
We have community spirit
We are enterprising
We have enquiring minds
We are respectful*

Updated July 2026

Next review July 2027

PURPOSE

This policy sets out how Tankersley St Peters CE Primary school ensures that children in the Early Years Foundation Stage are safeguarded, whilst receiving a curriculum that builds strong foundations for their future learning. It is designed to align with the EYFS Statutory Framework (2026), Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, Ofsted's Strong Foundations in the First Years of School 2024 and the Writing Framework 2025.

1. OVERARCHING PRINCIPLES

- The welfare of the child is paramount.
- Safeguarding underpins all aspects of learning.
- Every child deserves ambitious teaching, high expectations and early identification of need.

‘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.’

The Early Years Foundation Stage Statutory Framework 2026

We believe that the Early Years are a vital time for children as it is when attitudes to learning and social interactions are shaped. It is our responsibility to broaden and extend a child's experiences in school to ensure that they thrive and delight in their learning. We value the whole child and believe in developing self-esteem, independence, self-reliance, curiosity, creativity and the ability to make decisions, This includes valuing purposeful play and active learning.

Our school vision is integral to our Early Years ethos: we facilitate a love of learning, building in reflection and spiritual development opportunities, as we know that God is with us, loves us and has a plan for us. Our Early Years curriculum is outward looking, ensuring that there are exciting, practical and thought provoking learning experiences for children to experience, so that they flourish and make the world a better place.

We adhere to the Statutory Framework of the Early Years Foundation Stage and the four guiding principles that shape practice within Early Years settings:

- 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 interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Importance of **learning and development**. Children develop and learn at different rates and some children may have special educational needs. How children learn is further detailed in the Characteristics of Effective Learning.

A Unique Child

We celebrate the uniqueness of each child by observing and following the children's individual interests, weaving them into our enquiry based learning. We understand the pedagogy around children's development, growth and learning and therefore recognise that children learn at varying rates and in different ways. Children's attitudes and dispositions to learning are influenced by feedback from others. We praise, encourage and reward but also understand the development of intrinsic motivation, being part of children becoming life-long learners.

Positive Relationships

Children learn to be strong and independent through secure, positive relationships and we aim to develop caring, respectful and professional relationships with all children and their families. Relationships in which children feel secure are a crucial aspect of their development. We see all parents as partners with us in the education of their child.

Enabling Environments

We understand that the indoor and outdoor environment should be well-organised, well-resourced, stimulating and relevant to all children's cultures and communities. The environment plays a vital role in children's learning. We observe children's interests and stages of development in order to plan next steps and to enhance our enabling and facilitating environment. We also ensure that 'in the moment' high quality practitioner interactions with children extend knowledge, skills, vocabulary and social development. We recognise that the environment plays a key role in supporting and extending children's development.

Learning and Development

We recognise that children develop and learn in different ways and at different rates. We value the prime and specific areas of learning, ensuring that our planning and teaching recognises this. We want children to feel secure and achieve. By understanding the different learning needs and interests of the children, we plan opportunities that are playful and challenging, striving to ensure that the needs of all

children are met and that all children receive an appropriate and challenging education regardless of needs. We believe that young children are motivated by the joy of exploring, creating and learning.

Early childhood is the foundation on which children build the rest of their lives. At Tankersley St Peters we greatly value the importance that the EYFS plays in laying the secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. All children begin Nursery and Reception with a wide variety of experiences and learning. It is the privilege of adults working in the Foundation Stage to build upon that prior learning experience.

2. STATUTORY FRAMEWORK

This policy should be read alongside the school's Child Protection Policy, Behaviour Policy, Attendance Policy, SEND Policy, Health and Safety Policy and Online Safety Policy. It reflects the expectations of KCSIE 2026, Working Together to Safeguard Children 2026 and the EYFS Statutory Framework 2026.

3. EYFS CURRICULUM AND STRONG FOUNDATIONS OVERVIEW

Our Early Years setting follows the EYFS Learning and Development requirements as outlined in the latest EYFS Statutory Framework. The EYFS Framework includes 7 areas of learning that development that we must teach. All of these areas are important and interconnected. Three areas known as the Prime areas, are particularly important for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, Social and Emotional development

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas and ignite the children's curiosity and enthusiasm:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The seven areas of learning underpin planning in the Foundation Stage and provide a framework for the learning environment. The Early Years curriculum identifies progress through the ages and stages towards Early Learning Goals within each

area of learning. The Early Learning Goals are the established expectations for most children to reach by the end of the Foundation Stage.

All areas of the curriculum are planned for to ensure that children receive broad, balanced, sequential and challenging learning experiences. We believe that the child is at the heart of the planning and assessment process. Children's knowledge, skills, interests and learning styles are assessed in order to plan appropriate next steps.

Nursery and Reception class prioritise communication and language with high quality interactions, sustained shared thinking and the acquisition and extension of vocabulary. Early reading skills and systematic synthetic phonics, as well as pre-requisite skills and early writing are focused upon. An emphasis on progressive and sequential number, numerical pattern and shape learning, as well as fine and gross motor physical development are a priority along with personal, social and emotional development, executive functioning and purposeful play.

4. EYFS CURRICULUM INTENT, IMPLEMENTATION AND IMPACT

4A. Curriculum Intent

Our Early Years definition of teaching, learning and curriculum

The child is at the centre of our practice and is reflected by the value that we place on children's individual ideas and interests. Teaching is based on observations of what pupils do, say, know and apply as a means to planning effective next steps. Teaching focuses upon children's communication and language, including the high quality adult and child interactions during child-initiated purposeful play and planned sequential teacher led activities. High emphasis is placed on providing a language rich environment, highlighting the important role of the adult in providing this. Quality interactions adults have with children throughout the day, developing back and forth conversations, recasting and echoing back what children say with new vocabulary added, are vital. Practitioners provide commentary and narratives for children's learning, giving them the freedom to explore concepts and feelings in a stimulating and challenging setting. It is here, where strong characteristics of effective learning can be demonstrated and further developed. Prime and Specific learning areas are holistically interwoven through meaningful enquiry questions to support pupils' curiosity and acquisition of key knowledge, skills and concepts. Adults use planned direct teaching opportunities to build all children's prerequisite and foundational knowledge and skills, enabling them to thrive. Children are encouraged to recall and reflect, so that they can learn from experiences, make new links and develop their intrinsic motivation. Adults support children to make connections by showing genuine interest, offering encouragement, providing commentary, clarifying ideas and using open-ended possibility language to move children's learning on. We know that this 'in the moment' teaching builds children's language effectively and supports their progress. Adults assess when to encourage, show, demonstrate, explain, question and model concepts, skills, language and learning behaviours, according to children's needs and the context. The children are provided with continuous and enhanced environments that facilitate schematic development, encourage problem solving, setting and sustained shared thinking, whilst developing resilience, independence and a lifelong love of learning.

Pupils in EYFS have access to a broad and balanced, indoor and outdoor curriculum where activities are carefully planned but are also flexible, to meet the range of children's learning needs and adapting to reflect our school's unique demographic, values and location. There is careful gap analysis and differentiation, based upon a child's stage of development across different learning areas. Careful thought is also given to cultural capital and a range of trips, visitors and other enhancements are part of the EYFS curriculum offer. Early reading, writing and number skills and their prerequisite skills are explicitly taught sequentially and progressively, at carpet times and during adult led sessions. Time is given for the children to revisit and recap. These foundational skills are practised by the children in the continuous and enhanced Nursery and Reception class provisions. RWinc phonics, our Writing Continuum and related guidance documents, Launchpad for Literacy and NCETM Number planning comprehensively detail the steps of progression that children need to make and staff use them to find children's gaps and next steps. These specific areas of learning are detailed further in the Implementation section. At Tankersley St Peters it is our intention that all of our pupils will achieve a Good Level of Development (Includes all of the Prime Area and Literacy and Maths ELG's). It is our intention for all our children to be competent, fluent readers by the end of KS1. We are resolute in our intention that all pupils will learn to read and any pupils who need support in this, will get additional help through our school catch up Read Write Inc programme.

Our curiosity approach includes an open-ended enquiry question each half term in Nursery and Reception class, with linked vocabulary. Practitioners seek to establish pupils' prior knowledge and interests to determine the sequence and pathways of learning and to allow practitioners to check what knowledge and skills children have embedded. As part of this process, pupils' home learning experiences are interwoven using a range of strategies such as the 'Home/School chatterbox' project, 'Home created Proud Clouds,' 'Wow moments,' 'Home Learning books' and parental drop in sessions. Children take part in self and peer reflection, using 'Feeling fans' in Nursery and building to self and peer assessments in Reception class. This helps children to be more focused on their own learning needs.

Development Matters, Characteristics of Effective Learning, children's interests, home learning and the needs of our class groups and communities, provide contexts for our planning of a sequenced curriculum throughout Nursery and Reception. Planning is tiered and knowledge and skills are built upon within and between Nursery and Reception classes. Our curriculum provides children with the continuous provision (*e.g. sand, water, mark making areas*) and enhanced environments linked to our EYFS curriculum. Our provision encourages problem solving along with ambitious use of vocabulary and rich group interactions, to achieve sustained shared thinking.

Our EYFS Overarching Vision

At the end of EYFS, our pupils will have good independence skills and the ability to express and regulate their emotions in a range of contexts. They will be articulate and critical thinkers, with curious minds in relation to the world around them. The children will have solid foundations in all areas of the curriculum, including literacy and numeracy, on which to build in future years.

Our EYFS Curricular Goals

By the end of EYFS pupils will be able to:

- Use a broad vocabulary to support their daily interactions and understanding of the world and be able to compare two religious/cultural celebrations.
- Prepare, share and tidy away after a healthy snack.
- Explore the past and present by researching and asking a variety of questions.
- Create and follow an obstacle course.
- Plan, implement and evaluate one of their creations.
- Be mathematical thinkers, talk about patterns and form numerals 0-9 correctly.
- Create, tell and perform their own story.
- Find awe and wonder through the exploration of own interests and the environment.
- Use a comfortable pencil grip (mainly tripod) to write sentences (using correct letter formation), which can be read by themselves and others.
- Have a love of stories, rhymes and books and be able to talk about them.
- Manage personal needs independently and show understanding and regulation of their own feelings and feelings of others.

Special Educational Needs and Inclusion:

Our EYFS setting ensures high ambitions for all of our learners, including disadvantaged pupils and those with special educational needs or disabilities (SEND). It is important to ensure early identification of children who find some areas of learning challenging, so that adaptive teaching strategies and interventions, to help them, can be put in place as soon as possible. Children on the SEND register have a School Support Plan or an EHCP Monitoring plan, both of which are written by the child's current teacher in consultation with the SENCO, parents, support staff and the child. The plans include a One Page Profile with outcomes, smart targets and provisions for individual children. Support plans are annotated by all staff working with the child and review meetings are recorded on them. There are three SEND Review meetings a year with parents, the child and class teacher. Annual review meetings are also attended where a child has an Education Health Care Plan. Outside agencies work in partnership with the SENCO and Early Help meetings provide additional learning and multi-agency support where needed.

Equal Opportunities

We endeavour to raise children's awareness of themselves as individuals and their relationships with others and the outside world. This means questioning our own practice and encouraging the children to question and challenge their practice too. We design our curriculum with equity at its core, purposefully removing barriers so that every child, regardless of their background, identity, or starting point, receives the tailored support and resources they need to thrive, achieve and realise their full potential. We are committed to an equitable education, recognising unique individual needs and deliberately allocating resources and adaptations so that all learners have an equal opportunity to succeed.

British Values and Global learning

We promote British values in our setting, through our ethos and through a range of cross-curricular activities. These include celebrating British occasions and through teaching kindness, self-control, respectfulness to others and empathy. These are reflected in our 'Christian Values.' As part of this learning, children develop mutual tolerance through the understanding and respect for different cultural and religious beliefs, learning about their similarities and differences. Being part of a 'Global School,' benefits children in the EYFS as they are part of an outward looking school community, with a rich and varied curriculum.

4B. Curriculum Implementation

The seven areas of learning are covered in the implementation of our EYFS planning:

- Long term planning- This is a one year cycle of Enquiry questions for Nursery and Reception class, using 'Development Matters' curriculum guidance, to create predictable interests and topics that provide vehicles for coverage of the curriculum. It remains flexible according to children's needs and interests. Trips, visitors and parental involvement/workshops are also mapped out. There is also Long term planning for PSED-using the '1 Decision' programme, Maths-NCETM, the RWInc progression documents and the Writing Continuum documents.

- Medium term planning - This half-termly planning is organised under the seven areas and activity objectives/ideas are progressive and sequential. They take into account children's developmental stages and interests, with Global, British Value and Cultural Capital links. There is also an RE medium term plan for Nursery and Reception class.

Long and medium term planning takes account of curriculum intent, implementation and end points, ensuring a smooth progression between sequences of learning within and between topics and between Nursery and Reception classes. Nursery has one year cycle medium term planning but with extra linked challenges for children who are ready to deepen and extend their learning.

Short term planning - This includes weekly plans, showing adult direct teaching and focus activities, continuous and enhanced provision planning for child initiated and practitioner supported learning. It takes into account children's progress and any learning gaps to address. This planning shows regular activities, daily focus and learning intentions.

Areas of Learning

Personal, Social and Emotional Development

There are three aspects of the PSED area of learning: Self Regulation, Managing Self and Building Relationships. These aspects are threads running through daily life in the Early Years setting. Our Christian Attribute beads are used in class to celebrate children's kindness and self-control and we develop children's dispositions, social skills and resilience through a variety of teaching and learning methods.

These include circle time, in the moment problem solving, adult/peer modelling, sharing of experiences through imaginative play, stories and oral activities. The children in Nursery and Reception classes enjoy Animated stories and Dilemma Drops as part of their '1 Decision' learning programme. It allows them to consider the consequences of good and bad choices. Anti-bullying, Internet safety, safeguarding and reflecting diversity are all part of the learning in PSED along with children knowing the factors that support their health and wellbeing (e.g toothbrushing, sleep routines and sensible screen time). The weekly lunch time 'Stay and Play' group (run by F1 and F2 teachers) is a flexible social, communication and interaction/nurture session, meeting the needs of pupils who may need extra small group or 1:1 time with their teacher. It facilitates understanding, naming and expression of feelings and focuses on taking turns and sharing in playful contexts. Children's independence skills are regularly practised, such as attending to own toileting, hygiene and dressing needs. Children are taught about ways to keep healthy and safe through practical activities and '1 Decision' learning.

Communication and Language

There are two aspects of the Communication and Language area of learning: Listening, Attention and Understanding and Speaking. These aspects are integral to all interactions, acquisition of knowledge and sustained shared thinking throughout the EYFS. They involve active listening, understanding and speaking skills in a range of contexts and for different purposes. The children have plenty of daily opportunities to practise and apply their oracy skills through play and adult led sessions. Teaching and learning methods include 'Show and Tell' with question and answer times, adult/peer modelling, Kagan and Oracy structures. E.g Talking partners, Hot seating and Down the Line strategies.

The Curiosity Cubes in Nursery and Reception class, encourage children to use possibility language and build upon each others responses, developing back and forth conversations, leading to sustained shared thinking.

Role-play and interest led explorations are encouraged to develop vocabulary, understanding and acquisition of deeper knowledge. The Victor Vocabulary board is used in Nursery and Reception class to highlight new ambitious vocabulary along with the class big book of words. We pre-teach half termly focus vocabulary by sending it home for families to explain and use in conversations. A Nursery and Reception class home/school Chatterbox project also takes place once a year, which highlights and provides fun conversational skill practise for the children, their family members and practitioners.

Children in Reception class also have a Repeated Read book every week to focus on. This introduces them to ambitious new vocabulary, focusing on active listening, the meaning of words and a range of re-telling and other comprehension skills. In Nursery, children take part in the TWITCH programme, which uses interactive storytelling puppets and shared reading to boost children's language, communication and comprehension skills. There is a focus on children actively listening and understanding what has been read to them and being able to make predictions at various points in a story. Children practise re-telling stories as they apply the new vocabulary that they have learnt and they enjoy developing their own narratives, which are then acted out with friends during their Helicopter story learning.

In our EYFS provision, we understand the importance of children being able to recite a range of rhymes such as those used in our 'Poetry Basket' smart board selection.

Any receptive or expressive language difficulties that children may have are acted upon in a timely manner, with referrals to SALT. Waiting well 1:1 bespoke speech and language interventions are put into place along with other strategies such as staff using reduced language, recasting back correct pronunciations and grammar to children and where needed, intensive interaction and attention autism intervention 'Bucket Time.' We also use 'Wellcomm' and 'Launchpad for Literacy' to pinpoint individual children's challenges and next steps. Small group social communication and interaction interventions include 'Music Interaction,' and 'Time to Talk.' Our Early Years Co-ordinator and Reception class teacher is also our school SENCO and she works closely with families and professionals to support children's communication and language skills.

Physical Development

There are two aspects of the Physical Development area of learning: Gross motor skills and Fine Motor Skills, the large scale gross motor movements feeding into children's ability to then develop and use their fine motor skills. These skills are developed and practised in a variety of ways. Gross motor skills are developed through Nursery and Reception classes weekly Line Dancing session, where core strength, balance, bilateral coordination, spatial awareness and agility are developed. The children take part in the Daily Mile to develop strength and physical stamina and both Nursery and Reception class have a weekly P.E session in the hall (Reception class experience gymnastics and apparatus in the hall, including ropes and monkey bars, dance and sports skills sessions). When The EYFS outdoor area offers climbing opportunities for the children on the climbing frame and climbing wall, as well as on the large wooden cubes. Similarly there is a big playground for children to run on and a Jungle gym to move along, balance on, climb on and dangle from. The outdoor provision rotates between bikes (plus scooters, tricycles and tummy boards) and the physical activity trolley (including hoops, balls, bean bags, bats and small balls, stilts, balancing boards and ribbon sticks). There is also a basket ball net and outdoor water wall painting opportunities.

There are many Fine motor provisions in place, which build progressively between Nursery and Reception class. Our Funky Fingers challenge stations have different fine motor challenges to do e.g screwing different sized nuts onto bolts, using tweezers to pick up small objects, creating patterns using tiny hama beads. All of these particular pinching activities also support and provide prerequisite skills for writing as they help children to pinch as part of the tripod pencil grip (please see the pencil grip information as part of our Writing Continuum in the 'Literacy' area of learning). Playdough discos, stand at malleable materials tables (using e.g playdough, plasticine and clay) are also used in the EYFS to strengthen finger muscles and fine motor skills. Other ways to develop these skills are through cutting and threading activities, supporting children to hold a pencil correctly, drawing and writing for a variety of purposes and audiences (Please see our Writing Continuum, including prerequisite skills in Nursery and Reception e.g Visual, auditory, language and literacy plus other aspects of the continuum such as core strength, pre-writing shapes amongst others. Our EYFS Scribble and Draw a person core skills progression documents also detail progression within and between Nursery and Reception class.

Mathematics

There are currently two aspects of Mathematics: Number and Numerical Patterns, with Shape, Space and Measures being part of the EYFS environment and provision. We understand the close link between mathematical concept acquisition and language use, plus the link between spatial reasoning and number learning. Our Mastering Number approach involves employing approaches that help children to develop a deep and secure knowledge and understanding of numbers to 5 then 10 and numerical patterns at each stage of their learning. There is a big focus on subitising, counting strategies, cardinality, composition and continuing and creating patterns. Our teaching and learning approaches allow children to explore mathematical concepts and number facts in a range of contexts. These involve direct teaching of the whole class (including maths meetings), group teaching as well as 1:1 practical and problem solving opportunities. Manipulatives and different models are used e.g part, part, whole models, five and tens frames and bar models. These allow the children to look at number concepts and representations in different ways to develop their deeper understanding and flexibility of thought. The children are encouraged to make links and represent their own mathematical learning in many different ways.

Number is taught in a sequential, fun and engaging way, based upon Mastering Number and the NCETM programme of learning in Reception class. Our counting, cardinality, composition and pattern progression planning is part of a developmentally appropriate approach to teaching number, which considers potential misconceptions. Practitioners are proactive in identifying children's learning gaps and put in timely extra practise and interventions to remove those gaps. Children's embedded concepts, knowledge and skills can be demonstrated and applied through the continuous and enhanced maths provision areas. New number skills and concepts can also be practised in the EYFS continuous and enhanced provisions. Mathematics occurs in all of our daily routines such as self-registration, at the snack station, the calendar, visual timetables, birthday charts and Reception class voting bricks.

The importance that we place on early mathematical foundations is reflected in our Parent/Carer workshop, based upon Mastering Number and developing children's number sense. It is an opportunity for parents and Carers to find out more, learn how to support their children and to join them in practical number and numerical pattern activities.

Literacy

There are three aspects of Literacy: Comprehension, Word Reading and Writing. Early reading and prerequisite reading skills are integral to our EYFS practice. The teaching of RWInc phonics starts in our Nursery, with environmental sound discrimination, rhyming and producing pure sounds, plus oral blending (Fred Games) e.g "C-a-t, cat" to blend sounds without letters. Nursery focuses on speaking, listening and early picture/ sound links. Their learning then builds up to understanding the letter/sound symbolic relationship (looking at a letter and knowing which sound it represents)-In the Spring term of Nursery before the children start Reception class, RWInc Set 1 teaching begins, introducing the single letter sounds (like *m*, *a*, *s*, *d*, *t*). In Reception class, the children follow the RWInc 'Strong Start in Reception' planning at first. The children go on to learn all of the complex 44 sounds in the English language and then use these to read phonetically decodable books.

The children also develop their sight vocabulary skills. Ongoing and half termly assessments determine the most appropriate RWInc group for the children's current learning needs. RWInc in Reception focuses on pure sounds, oral blending, correct letter formation, Fred finger spelling and rehearsing/holding simple captions then sentences. It also focuses on the transcription skills and handwriting practise. Alongside this, children are given plenty of opportunities to listen to a range of fiction, non-fiction and poetry books. They have an author focus each term and a lifelong love of reading is instilled through lending libraries, parent reading workshops, paired reading between Nursery and Reception children and Y6 children reading a class story to Reception children.

Children in Reception class also have a Repeated Read book every week to focus on. This introduces them to ambitious new vocabulary, focusing on active listening, the meaning of words and a range of comprehension skills. In Nursery, children take part in the TWITCH programme, which uses interactive storytelling puppets and shared reading to boost children's language, communication and comprehension skills. There is a focus on children understanding what has been read to them and being able to make predictions at various points in a story. Children practise re-telling stories as they apply the new vocabulary that they have learnt and they enjoy developing their own narratives, which are then acted out with friends during their Helicopter story learning.

In our EYFS provision, we understand the importance of children being able to recite a range of rhymes such as those used in our 'Poetry Basket' smart board selection. Reciting poems and rhymes also gives our children the greatest chance of becoming fluent and confident readers in the future.

There is a close link between oral literacy and writing. Children's experiences and motivations to record through drawing and writing are highly valued in all areas of our EYFS continuous and enhanced provision. Early writing and prerequisite skills are integral to our EYFS practice. We use our Writing Continuum, which details children's progressive and sequential development steps in all strands of writing development, including all of the prerequisite skills that practitioners provide practise in, e.g The Transcription /Physical prerequisite skills include: Physical/Motor skills (gross, fine motor, core strength, hand/eye co-ordination, bilateral integration, pencil control/pressure and pre-writing shapes), Visual skills (visual attention and memory and visual discrimination) and Auditory skills (Auditory attention and memory and auditory discrimination). The Composition Prerequisite skills include

Language/Literacy (Vocabulary, receptive language, composition, high quality interactions, ShREC approach and phonological awareness). Practitioners provide children with learning experiences in all of these areas, to help them along their age/stage developmental writing journey whilst avoiding any learning gaps. Draw a person core skills are also tracked and EYFS Scribble sessions take place to track the children's developing drawing and fine motor abilities, alongside their evolving vocabulary, sentence construction and storytelling skills. This provides a way to monitor progress in these key areas, as well as children's oracy and overall language development over time. In Reception RWInc sessions, composition and transcription skills are practised daily. In our EYFS setting, practitioners use a dictated letter sound, word, caption then simple sentence according to the children's developmental stage, as detailed in our Writing Continuum. Practitioners only expect children to write sounds that they have already learnt in their phonics session.

Writing activities can be 1:1, in small groups or whole class at carpet time. Mark

making opportunities and experiences to support prerequisite skills for writing can be found throughout our Nursery and Reception indoor and outdoor learning environments. Provocations are used to stimulate curiosity, purposes and audiences for children's writing. Our Helicopter Stories provide a vehicle for children to develop their imaginative writer's voices.

The importance that we place on early reading and writing foundations is reflected in our Literacy Parent/Carer workshops which give Parents/Carers an opportunity to find out more, learn how to support their children and to join them in practical literacy activities.

Understanding the World

There are three aspects of Understanding the World: Past and Present, People, Cultures and Communities and The Natural World. Children's prior knowledge is gained in response to enquiry questions such as 'How do others celebrate?' 'Who helps to keep us safe?' From this, Children's learning and predictable interests are planned. We know that first hand experiences allow children to develop their critical thinking by making links, acquiring new knowledge and being intrinsically motivated. Children experience a range of learning opportunities linked firstly to themselves and then their families and wider community religions, traditions and cultures. In Nursery, children look at photographs of themselves as a baby and compare to themselves now. In Reception class children's concept of chronology is deepened in the context of ordering their own baby, toddler and 4 year old photographs on personal timelines. The children compare what babies wore in the past, back 'Then' compared to 'Now.' Photographs and objects are used to learn more about the past and Reception children listen to stories about the past. Our EYFS Curiosity cubes provide children with the opportunities to ask questions, look for clues and use possibility language to work out what objects inside the cube could be. Often objects from the past are used in our cubes, to stimulate such thinking and language skills along with new knowledge about the past- back 'Then.'

In EYFS, there is learning on the historical concept of Monarchy and a focus upon the King and his immediate family. There are explorations of Christian, Hindu and Chinese New Year celebrations. The children are encouraged to consider similarities and differences between festivals and cultures through tasting foods, dancing, watching videos and experiencing related fiction and non-fiction books. The Christian Nativity story is brought to life through performances for the school and parents. Reception children experience a Community Diwali workshop where a culmination of their learning is presented alongside family members: creating mehndi hand patterns, Rangoli patterns, decorating hand made diva lamps and tasting Indian foods. The workshop culminates in an Indian dance presentation. During Chinese New Year, Nursery children enjoy being peer tutored by their Reception class friends. There is food tasting, watching the Reception Chinese Dragon dance, listening to them singing a Mandarin New Year Song and looking at the children's Chinese character writing.

In our EYFS setting, the children find out about Remembrance Day; having a grandparent to talk about and show medals from the World Wars. There is poppy art work and poetry, watching video footage of the cenotaph and parade plus taking part in the 2 minute silence.

Children are encouraged to observe, predict, explain and conclude during interactions with their environment. They participate in seasonal activities such as planting vegetables and observing growth, creating winter bird feeders, looking at the effect of temperature changes on ice and testing/choosing suitable materials for a warm/waterproof winter coat. Children enjoy locality studies (including map work and use of Google Earth), broadening out to holiday destinations and further afield to the Arctic and the Tropical Rainforests. They have opportunities to talk about the similarities and differences between weather, plants and animals in different places. School trips and our Zoolab Rainforest creature workshop bring the children's learning to life with hands on sensory exploration. The children investigate mini beasts and focus upon life cycles. Every year, Nursery and Reception children observe the life cycle of their own class butterflies. We are mindful that exploring nature has many possibilities for children and adults' reflection and spirituality, as well as implementation of our school vision, as we care for plants and animals-looking after God's Kingdom to make the world a better place.

Children have the opportunity to experience a range of technology, including computers, smart boards, I- pads, Alexa and everyday technology. On the computers, children can access Mini Mash, 2 Simple, word processing and google searches. Similarly, the smart board is used as an interactive learning resource for children and a teaching and learning tool. I-pads have a range of age appropriate apps to access and the children can use Alexa to research their own questions and develop knowledge. We understand the importance of programming and give the children opportunities to use programmable toys. Parents and carers are consulted to find out about their child's use of ICT at home. Our setting also follows the guidance for Nursery and Reception children's screen time limit of up to one hour per day (and less is encouraged). We account for the fact that children are likely to access screens at home when allocating times. Internet safety is woven throughout the children's ICT learning and particularly addressed during Internet Safety and Anti-Bullying week.

Expressive Arts and Design

There are two aspects of Expressive Arts and Design: Creating with Materials and Being Imaginative and Expressive. Children enjoy child-initiated learning where they can choose their form of expression to reflect their own thoughts, feelings and ideas in creative ways. Our EYFS continuous and enhanced provisions allow children to use materials and tools independently, to work on their own projects of interest. A range of scissors and other tools and materials are on offer for children to use in our setting. Small world resources in our EYFS provision include figures, wooden artefacts, natural items as well as animals and different settings to encourage open ended explorations. Mini-Me's are also used to encourage children to develop their own narratives, involving themselves in the action.

Role-play areas are set up in Nursery and Reception as part of wider topics and in response to children's interests. Practitioners use drama strategies across the curriculum, as powerful teaching tools, to stimulate children's curiosity, creative thinking and imagination.

Children enjoy using percussion instruments in the EYFS setting and take part in singing (supported by a Sparkyard resource bank of songs) both in class and during

worship sessions in the hall. The children also have music sessions and there is singing in Church. Nursery and Reception children take part in Nativity play performances. The children experience dance in different forms for example Indian and Chinese Dragon dancing, creative movement and dance in P.E sessions and line dancing (as part of our EYFS Physical Development project). We are mindful that music and dance have many opportunities for children and adults' spiritual development. Performing Poetry Basket action poems and Helicopter stories develop children's expressive, creative and confident performance skills for an audience. We use Access Art to enhance children's experiences of Art. Each half term has a different Art focus in Nursery and Reception class, to develop the children's skills and creativity in different styles of art e.g collage, observation drawings, printing and painting. Adult focus activities provide the children with new knowledge, skills and understanding, highlighting different elements of the art and design curriculum. These include malleable activities (clay, play dough, plasticine and gloop), modelling (box modelling and construction kits), drawing and painting (chalks, pencils, crayons, felt tips, charcoal). The children also have the opportunity to study some famous artist's works. Children are encouraged to create props for their role-play and perform songs and poems that they have learnt. Our outdoor stage is a great platform for this. Children in Nursery and Reception class also have opportunities to plan and take part in Design Technology projects across the year. Our projects are supported by Hepp DT services. For example, Nursery children create a hedgehog home and Reception children create a rain gauge as part of their Locality and Rainforest learning.

Characteristics of Effective Learning

Characteristics of Effective Learning are a fundamental aspect of the Early Years Foundation Stage Curriculum. Practitioners reflect on the different ways that children learn. A child's individual learning characteristics will determine the way in which they respond to both the teaching and learning taking place in the environment. The three characteristics of effective learning are embedded in our EYFS practice:

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

Child initiated learning

Children spend time learning through self-chosen activities and purposeful play. Adults facilitate learning in the different areas, interacting with children in ways that ensure that they are consolidating and moving on with their learning. High quality adult Interactions with children encourage back and forth conversations and sustained shared thinking.

Whole class

At certain times in the day, the children come together for some direct, carefully planned, adult led teaching and learning. Specific knowledge, skills and vocabulary are introduced and children's learning behaviours are supported e.g. listening to the teacher, learning as part of a group, discussing with a talking partner. In the EYFS, we follow whole school oracy strategies, including kagan structures and P4C. Whole class sessions often take the form of carpet sessions and are timetabled slots, focusing on different areas of learning.

Small groups

Children often work in groups led by an adult. This increases towards the end of Reception class, preparing children for their transition to Year 1.

The Indoor provision

The indoor Nursery and Reception continuous and enhanced provisions are inviting, well organised and carefully structured to support and provide children with many learning opportunities across different areas of learning. The provisions enable children to access resources and work independently, with activities matched to their learning needs, interests and voices.

The Outdoor provision

Our outdoor provision also provides for a range of learning opportunities, across the 7 areas of learning. Children can explore, create and problem solve, following their own interests and ideas on different scales. The outdoor provision particularly lends itself to developing children's gross motor skills with large wooden cubes and blocks plus other loose part objects to construct with, a climbing frame, including a climbing wall, rope ramp and slide. We alternate between bikes and scooters one day and the sports trolley the next (with stilts, hoops, different sized balls, ropes, bean bags, bats and skittles along with moving tummy boards). There is a mud kitchen, environmental/growing area, water tray, sand pit and trolley, a grassy area with bug hotels, an expressive arts stage and story area as well as mark making areas. These provide opportunities for children to develop a range of prerequisite and foundational skills alongside positive dispositions and attitudes to their learning.

Parents as Partners

At Tankersley St Peters, we believe that parents and practitioners are in partnership, working closely together to support children's progress and achievements in all areas of learning.

We ensure strong relationships between parents and practitioners through:

- Parent and child visits to Nursery as part of the transition offer.
- A summer term Teacher and TA home and/or setting visit to 'new to our EYFS' children and their families, before they start school in the Autumn term.
- A summer Reception class presentation/workshop for all parents of children starting school in September.

- Reception class drop in sessions after school, to discuss individual children's progress, achievements and next steps to work on at home and school.
- Nursery and school e mails, letters and text messages
- Weekly lending library run by a parent in Reception class
- Parent's evenings, send reviews, annual review and Early Help meetings.
- An 'open door' policy where parents/carers are actively encouraged to share ideas, information or any concerns, when they drop children off in the morning or after the school day has finished.
- A Nursery and Reception class half termly newsletter outlining what learning and events are taking place.
- A regularly updated class blog and posts on X.
- Communicating achievements to parents through the use of certificates, positive postcards and comments.
- Encouraging parents to share achievements at home through the use of Proud Clouds, Wow moment slips and home learning books.
- Offering opportunities to attend parent/carer workshops and other events in school such as school concerts, Nativity performances and opportunities to accompany their child on class trips.

Admissions

Children are admitted to Nursery from the age of three. Parents are offered sessions to meet their child's needs. These sessions can be taken as all morning or afternoon sessions, or can be combined together to make full days. When available, additional sessions may be purchased to add on to the five free session entitlement. We offer 30 hour provision.

All children have a right to full time education from September in the academic year in which they are five. Therefore those who have their fifth birthday before the end of August are offered a full time place at the beginning of the previous Autumn Term (September) in the Reception class.

Assessment in the EYFS

Assessments are ongoing, proportionate and used to identify misconceptions and adapt teaching quickly. They place the child's voice at the centre, in order to find out what children know and remember.

Assessments take the form of:

- Long and short observations, some of which are recorded and these are made by practitioners across the seven areas of learning. Practitioners also assess through interacting, having conversations, asking questions and playing with pupils.
- Focused assessments that are planned for and conducted to assess specific areas of learning.
- Informal and more formal assessments of children's progress in early reading, writing and numeracy.
- Children's self and peer assessments on their own and other's learning.

Reception Baseline

All children have a Reception Baseline Assessment that it is completed within the first six weeks of school, for the statutory national progress measure. It assesses early literacy, communication and language plus mathematics skills, knowledge and understanding. To ensure that children are assessed at the optimum time, children's levels of well-being and involvement are considered. Practitioners also assess and make observations linked to Characteristics of Effective Learning and Development Matters in all areas of the Early Years curriculum.

Children have assessments on entry to Nursery and Reception, at the end of every term, including an end of EYFS assessment (end of Reception class) before leaving the Foundation Stage.

End of Reception Early Years Foundation Stage Profile assessment

Children are assessed in relation to whether they are at the expected level or are working towards (emerging) the expected level, for all of the Early Learning Goals. ELGs are end-of-Reception assessment criteria and do not constitute or limit the school's curriculum. The Early Years profile assessment is completed for every eligible child and submitted to the local authority by 30 June.

Children will be defined as having reached a Good Level of Development at the end of EYFS if they achieve at least the expected level in:

- The Early Learning goals in the prime areas of learning (Personal, Social and Emotional development; Physical development; and Communication and Language) plus;
- The Early learning goals in the specific areas of Mathematics and Literacy.

This information is shared with the LEA, parents and Year 1 teachers, to supportively identify next steps and provisions for children. Similarly, children who are at expected levels or above are also discussed.

- Nursery and Reception class have working walls with examples of children's learning and individual clipboards, which show key pieces of learning for that child. Floor books are also used to show assessed learning and to record children's progress and achievements. RWInc work books, Scribble and Draw a Person recordings plus our Writing Continuum are also used to pinpoint the stages of each child's learning. We also use Launchpad for Literacy and The Early Years Development tool to assess and track some children's smaller steps of progress and achievement.
- Termly assessments for all children in Nursery and Reception class are recorded on Juniper Sonar (online tracking system). Practitioners analyse the resulting data grids to create next step action plans for pupils. The trackers are used to monitor and evaluate individual learning, identify gaps and put support in place for individuals and groups of children who need it. They support practitioners to deliver a curriculum that is specific to the children's needs at any given time.

Early Interventions and Wellbeing Group

After assessing and discussing individual children's learning profile, interventions are planned for individuals and groups of children. They are then implemented. We feel that timely early intervention is extremely important in order for pupils to fulfil their potential. Some of our EYFS interventions include Wellcomm, 1:1 speech therapy, Concept/Vocabulary 1:1 time, RWInc catch up, Time To Talk, Music Interaction, Intensive Interaction and Special time plus letter formation, composition and maths groups, focusing on specific skills and concepts. Our 'Stay and Play' sci/wellbeing group is a flexible 20 minute (weekly) dinner time club which follows children's interests, focuses on emotions and PSED skills, whilst meeting children's therapeutic play needs. It can have long lasting positive effects on the pupil's wellbeing during the rest of the day. Children with SEND, disadvantaged pupils and those requiring Early Help, receive timely, adaptive support and appropriate referrals are made to achieve best possible outcomes for these children.

Transitions

We plan a phased entry for children into our Nursery, in order to facilitate a smooth transition. Nursery practitioners endeavour to ensure that individual needs are met, are flexible and take account of information given by parents and by previous settings. Regular meetings between Nursery and Reception staff ensure a common format for planning transition and provision. There is also a sharing of data and information around children's individual needs discussed, between Nursery and Reception staff. Several transition visits for children moving from Nursery to Reception and from Reception to Y1 take place during the summer term. The children spend time in their new class, meeting their new teacher and TA. The children become familiar with routines and expectations. Reception EYFS Profile data and knowledge of each child is shared with Year 1 teachers. A transition photographic booklet about the new class is prepared for Nursery and Reception children to have over the Summer holidays and for children with SEND, a 'New Classroom' photograph booklet is given to them prior to having their first transition visit to their new class.

4C. Curriculum Impact

Our EYFS Curriculum Impact evaluates the outcomes of our intent and implementation. It measures what children have actually learnt, remembered, and achieved. We measure this by:

- **Retention:** Checking what the children know, can remember and apply over time. Nursery and Reception practitioners gain this information by having End of Sequence Sparkle and Knowledge Posters, with topic linked questions. The children's voices are recorded on these sheets, in response to the specific questions asked and children's understanding of key vocabulary is checked.
- **Evidence gathering and monitoring:** Reviewing children's pieces of learning, observations, workbooks, conversations with children and classroom observations are gathered alongside data results. This enables triangulation of the different evidence strands, in order to gain a

comprehensive picture of the impact that our EYFS curriculum has had on each child.

Readiness and Transition: Assessing whether our children are well-prepared for their transition to Reception and then Y1. We also have transition meetings involving Nursery, Reception and Year 1 practitioners to discuss bridging end points to support children's transitions.

- **Personal growth:** Practitioners reflect upon children's characteristics of effective learning, including their learning behaviours, attitudes, and personal, social and emotional development. They consider the personal growth that children have made since starting in Nursery or Reception class.

5. Safeguarding and Welfare Responsibilities

All necessary steps are taken to keep the children in our care safe and well. We aim to protect the children's physical and psychological wellbeing. Tankersley St Peters CE Primary school safeguarding procedures follow the arrangements of the Barnsley Safeguarding Children Partnership. Any safeguarding or welfare issues are dealt with in line with the Barnsley Safeguarding Children Partnership arrangements, Child Protection and Safeguarding Policies and all members of staff in the EYFS are required to read these as part of their induction training.

The DSL is Vicky Harrison, Head Teacher. The deputy DSL's are Melanie Hartley (Reception class teacher, EYFS Co-ordinator and SENCO), Lorna Johnston (Year 6 teacher and Deputy Head Teacher), Sarah Chadburn (Year 2 teacher and Deputy Head Teacher) and Shelly Snowball (Business Manager). The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL's undertake the duties of the DSL in their absence, but overall responsibility for safeguarding remain with the DSL. The DSL and deputy DSL's undertake child protection training as required.

Staff 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.

It is our statutory responsibility to maintain a robust, proactive culture of vigilance across all facets of safeguarding. This begins with safer recruitment practices, ensuring strict background checks and vetted staff, followed immediately by a comprehensive staff induction that embeds current child protection policies. To keep this knowledge active, EYFS staff members undergo annual safeguarding training alongside regular updates on emerging risks. When issues arise, EYFS staff maintain a secure CPOM systems for recording concerns, which inform our multi-agency working with local authorities, social care, and health professionals to secure early interventions. There is rigorous attendance monitoring, identifying patterns of absence that may signal underlying harm—and an active commitment to online safety through robust filtering systems and digital literacy education.

The EYFS environment remains transparent and accountable through clearly defined structures for allegation management against staff and accessible, well-

publicised whistleblowing channels that empower individuals to raise concerns without fear of retaliation.

Use of personal mobile phones by staff members

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.

Photography policies and procedures are addressed in full in our Photography and Images Policy.

Staff members are not permitted to use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present, in the staffroom during breaks and non-contact time. Mobile phones should be safely stored and be in silent mode when not in use. Staff may take mobile phones on trips, but they can only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff will 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 and the Allegations of Abuse Against Staff Policy. Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

School is a mobile phone free zone for parents and visitors. Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at Nursery, Reception class and other school events, but only with the informed consent of the parents of the children involved. The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff will report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school’s I pads/cameras

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices have passcode protection. School devices will only be used for work related matters, e.g. recording and documenting a child’s learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child’s parent. Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concern forms and body maps will be used to record observations relating to child protection concerns – these can be acquired from the DSL. They will then be put on CPOMS.

School devices will not be taken off school premises without prior permission from the Headteacher. Where staff members have concerns over material on a school

device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Screen Use guidance

Tankersley St Peters CE Primary school has regard to the statutory linked DfE screen-use guidance, on setting healthy habits and limiting passive consumption on screens. In our school, screens are used purposefully, appropriately and under adult supervision. We have regard for the research that tells us that slow-paced, predictable content is better for young brains.

End of day passwords and permissions

Parents are required to fill in a permission and password form, as well as give verbal or written notification of changes to the people picking up their child on a daily basis. EYFS staff will not allow a child to go home without this information. Pets and banned dog breeds, including XL Bully types, must not be present on the school premises at any time, even where the owner has an exemption certificate.

Secure gate and door procedures

All staff follow a rigorous gate opening, closing and checking set of procedures in a morning when children arrive, before any outdoor learning takes place and at home time.

Indoor and Outdoor risk Assessments in F1 and F2

F1 and 2 staff complete daily Nursery and Reception Risk Assessments and act upon information found out to ensure a safe and secure learning environment, both in and outdoors. There is also an overarching complete EYFS risk assessment that is adhered to by all staff members.

Food hygiene and kitchen checks

Appropriate staff members have Food Hygiene training and EYFS staff do daily kitchen area checks, recording on a grid.

Toilet hygiene checks and Intimate Care

AM and PM toilet hygiene checks are carried out and recorded on a grid. Mopping of the area is also indicated on the grid by cleaning staff. The school's Intimate Care policy is followed and parents sign an Intimate Care agreement. We ensure children's privacy and dignity during nappy changing, toileting, and intimate care Procedures, whilst balancing safeguarding responsibilities.

Oral hygiene

The school promotes the good health of children in the EYFS, including the promotion of good oral health and eating healthy foods, as well as keeping well hydrated through drinking water. A school tooth brushing club has been set up for children who need it. There is also a yearly dentist visit and oral hygiene workshop for Nursery and Reception children.

Safer Sleep and Rest

Our setting maintains a proactive culture of physical safety by enforcing the 2026 EYFS statutory safer sleep mandates. The detailed statutory back-sleeping and sleep-space requirements apply to children under two and for three, four and five year-olds, sight and hearing supervision with frequent checks apply. At Tankersley St Peters CE Primary school we have a Safer Sleep and Rest risk assessment. Any children who require sleep or rest sessions will be placed to sleep flat on their backs on a firm, flat, waterproof mattress that meets current British Safety Standards. Sleep environments will be cleared of pillows, wedges, toys and loose bedding to eradicate suffocation risks. Ambient room temperatures will be monitored via dedicated thermometers and maintained strictly between 16°C and 20°C. Outdoor clothing layers, heavy coats, and hats will be removed immediately upon entry to the sleep area to prevent rapid overheating. Practitioners will use a logged physical checklist whilst a child sleeps.

Allergy Management and Anaphylaxis Safety (Benedict's Law Compliance) and Safer Eating

Our setting maintains a proactive, zero-tolerance approach to allergen risks, operating in full alignment with the statutory principles of Benedict's Law (Children's Wellbeing and Schools Act 2026). Children with known or suspected allergies and intolerances have an Individual Healthcare Plan where additional arrangements are required. The professional allergy action plan should be attached to it. Allergen risks may include food, insect, or environmental allergies and the Allergy action plan is reviewed at least annually or immediately following any change in medical status. We also have a lunch time lanyard system so that children with food intolerances and allergies are easily identifiable. To eliminate systemic risks of accidental exposure, our classrooms operate strict "no-food-sharing" and "nut-aware" environments. Comprehensive allergy risk assessments are legally mandated for all culinary activities, messy play, and off-site excursions. Every member of staff on the school site, including educators, support teams, lunchtime supervisors, and administrative personnel must complete certified allergy awareness and emergency anaphylaxis response training. EYFS staff also have the Food Hygiene National College training, which also trains on allergy management and anaphylaxis. School also maintains an in-date emergency back-up stock of Adrenaline Auto-Injectors (AAIs), which are stored in pairs, in the correct doses, accessible within five minutes. They are checked regularly for expiry. These spare pens are stored in an easily accessible, unlocked, and clearly labelled location known to all staff, and are legally authorised for administration to any child showing sudden, life-threatening signs of anaphylaxis, irrespective of whether they have a prior medical diagnosis. All allergen-related "near misses" are formally logged and investigated by leadership to continuously refine our physical safeguarding boundaries.

Our Allergy systems and procedures adhere to our whole-school Allergy Safety Policy, which is published and reviewed, following DfE statutory Allergy guidance. Vicky Harrison (Headteacher) is responsible for Allergy safety. Allergies are on the school risk register.

Appropriate supervision and safer eating procedures are in place during snack and mealtimes to minimise choking risks and support children with allergies or medical needs. We prepare food in a way that prevents choking, meets each child's individual developmental needs and is in line with the DfE's Early Years Foundation Stage nutrition guidance. All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair. A member of staff holding a current full paediatric first-aid certificate must be in the room whenever children are eating. A record will be kept and review of any choking incident that requires intervention.

Administering medicines

Parents take any prescribed medicines that a child needs, to the school office where a form is filled in and there is written parental permission for each medicine along with records kept for every dose. Office staff communicate this with staff members. Mrs Howe administers this medication. Other medications such as asthma inhalers and epipens are kept in the classroom First Aid Box and recordings of each use are made with same-day notification to parents. Medicines are administered only where necessary, in accordance with the school's Administering Medication Policy, with written permission and administration records. Staff have regular, rigorous training where medical or technical knowledge is required to support children's medical needs.

Staff taking medication or other substances

The school implements a zero-tolerance approach to drugs and alcohol misuse. The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly. Any medication used by staff will be securely stored.

First Aid

In EYFS there are staff members trained in Paediatric and Adult first aid. At least one person with a current full PFA certificate must be on the premises and available whenever children are present and must accompany children on outings. Certificates must be renewed every three years.

Children's accidents are dealt with by staff members. Every accident, injury and first-aid treatment is recorded in writing and parents are informed on the same day or as soon as reasonably practicable.

If a child has a head accident, this is recorded on a special form and the parent is handed this form, with advice of what to look out for. More serious head bumps are recorded in the school office and parents are contacted, with due advice. The Headteacher 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. Smoking or vaping is not be permitted on the school premises. The Health and Safety Policy outlines the full health and safety policies and procedures. The school has a Fire Safety Policy in place.

Staffing

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable and hold suitable qualifications with relevant experience. 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. Staff are supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families are supervised by the EYFS lead. The supervision provides opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

EYFS staff attend a weekly EYFS team meeting and follow the half-termly agenda set out by the EYFS lead, linked to pedagogy, health and safety and safeguarding.

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.'

The school adopts the following staffing ratios:

- For children aged three and over:
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there will be one member of staff for every 13 children, and at least one other member of staff will hold a full and relevant level 3 qualification.
 - Where a staff member with qualified teacher status (QTS), Early Years professional status, or another suitable level 6 qualification is not working directly with the children, there will be one member of staff for every 8 children, and at least one other member of staff will hold a full and relevant level 3 qualification.
- For children in Reception class:
 - Class sizes will be limited to 30 children per school teacher and there is a Teaching Assistant also.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. The EYFS teachers inform parents of whom their child's key person is and explain the role of the key person.

Whistleblowing

Tankersley St Peters CE Primary school follows the EYFS Framework, DfE 2026 Whistleblowing procedures and whole school safeguarding/whistleblowing policy to report concerns about unsafe, poor or unaddressed safeguarding practice if required. Whistleblowing is when a member of staff reports wrongdoing within an organisation. This could involve health and safety issues, financial misconduct, or criminal behaviour. Workers are legally protected when making whistleblowing disclosures to their employer or a prescribed person. Whistleblowing procedures may be needed if a staff member believes that unsafe practice in the setting is being ignored, a safeguarding concern has not been followed up, acted on, or taken seriously or if there is a worry about a colleague's behaviour with those concerns not being addressed. If concerns remain after using school's whistleblowing procedures, the Chair of Governors needs to be contacted. If concerns still remain the NSPCC Whistleblowing Advice Line, Children's Commissioner for England or Ofsted. Under the Early Years Foundation Stage (EYFS) framework, providers must keep clear records, follow their internal safeguarding and whistleblowing policies, and inform the Local Authority Designated Officer (LADO) and Ofsted of any allegations of harm or abuse made against anyone working with or looking after children in the setting with notification and action requirements, concerning such allegations against staff, trainee teachers, supply staff, volunteers or apprentices.

Attendance

Attendance is also a high priority at Tankersley St Peters CE Primary school and rigorous procedures are in place. Any absence and any unexplained and prolonged EYFS absences are followed up, including contacting alternative emergency contacts and considering referrals to EWO (Educational Welfare Officer). Children's social care or requesting a police welfare check (EYFS framework, paragraphs 3.11–3.12) can be initiated if needed. Where possible, the school will hold more than two emergency contact numbers for each child.

Information and records

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

The following information will be 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, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with.
- The emergency contact details of the child's parent or carer.

The following information about the school will be recorded:

- The school's name, address and telephone number.
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person.

The following information will be made available to parents:

- The school's privacy notice for parents and children.
- 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.
- Details of the policies and procedures in place in the school's EYFS.
- Staffing details, including the name of their child's key person.

6. Monitoring

Governors and leaders monitor safeguarding compliance, curriculum implementation, staff training, attendance, phonics, mathematics, assessment and Reception outcomes.

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE EYFS Statutory Framework for Early Years Foundation Stage-Group and School-Based Providers
- DfE Early Years Qualification Requirements and Standards (2026)
- Keeping Children Safe in Education (KCSIE:2026)
- Working Together to Safeguard Children (2026)
- The Children Act 1989 & 2004
- The Childcare Act 2006
- DfE Safer-Sleep Guidance for Early Years Providers (2026)
- DfE Screen-Use Guidance for Early Years Settings (2026)
- Ofsted Early Years and Childcare Incident Reporting Guidance (2026 legal change requiring settings to notify Ofsted of any allegations of **"harm"** rather than the previous threshold of "serious harm.")
- The Equality Act 2010
- The Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2015) 'The Prevent duty' Updated online 2024
- Safeguarding Vulnerable Groups Act 2006
- DfE (2026) 'Early Years Foundation Stage Profile handbook'
- DfE (2023) 'Development Matters' Non statutory guidance
- Early Years Coalition (2026) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

- Children's Wellbeing and Schools Act (2026) Benedicts Law
- Ofsted's Strong Foundations in the First Years of School (2024)
- DFE (2025) The Writing Framework
- DFE (2025) EYFS Nutrition Guidance

This policy operates in conjunction with the following school policies:

- Complaints Policy (written complaints concerning EYFS requirements will be investigated, with the outcome provided within 28 days and an appropriate record retained).
- Child Protection and Safeguarding Policy
- Photography and Images Policy
- Allegations of Abuse Against Staff Policy/Whistleblowing
- Complaints Procedures Policy
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Intimate Care Policy
- Whole-school Food Policy
- Health and Safety Policy
- Fire Safety Policy
- Staff Drug and Alcohol Policy
- Safer Recruitment Policy
- Data Protection Policy
- Subject specific policies
- Religious Education policy