

**MEDWAY COMMUNITY
PRIMARY SCHOOL**



**Early Years Foundation Stage
Policy**

September 2026 - 2027

This policy is based on requirements set out in the 2026 statutory framework for the Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environment
4. Learning and Development

The EYFS learning and developmental requirements comprise 7 areas of learning and development. All seven areas are important and interconnected. These areas are split into 3 'prime areas (communication and language, physical development and personal, social and emotional development) and 4 'specific areas (literacy, mathematics, understanding the world and expressive arts and design)

Medway foundation stage comprises of 1 Nursery class (1 morning and 1 afternoon session) and 2 Reception classes.

In line with EYFS requirements, each child is assigned a key person. Their role is to help ensure every child's care is tailored to meet their individual needs, to help parents become familiar with the setting, offer a secure relationship for the child and build a relationship with their parents.

Staffing ratios in the EYFS are in line with the Statutory Framework

At times the Foundation Stage will have visiting student teachers and other students working in the setting throughout the year. All parties will have an appropriate DBS certificate.

The Foundation Stage staff work together as part of a team. We plan and work together to ensure continuity and progression, providing age and stage related activities to suit all of our children.

Children are taught within their own class groups, they are taught in a variety of ways; in whole class groups, small group work, pairs, individually and through continuous provision, both inside and outside. We are dedicated to providing excellent pastoral care and education to those children in our care.

Induction Process and Transition

Both the Nursery and Reception parents are invited to an open day in the summer term prior to starting school, to provide them with essential information for the start of the new school year. Effective transition arrangements are in place between Nursery and Reception and from Reception into Year 1. Staff work collaboratively to share information about children's attainment, progress and individual needs. Children are given opportunities to visit their new learning environments and meet new staff to ensure a smooth transition.

Nursery Class

Children may be admitted to the nursery in the term following their third birthday. In the summer term before children start at the nursery, families are invited to 'Getting ready for school sessions' run at Medway Primary School by the Early Learning Services. All children and their parents/carers are invited into the nursery for a stay and play session, to familiarise themselves with the setting and meet the staff. At the beginning of the school year the child's Class Teacher and Class Nursery Nurse will visit the child in their home environment for a 'home visit'. Because of the large number of children starting at the beginning of the school year we have a two-week settling in period. This allows us to get to know each child individually and allows us to establish the classroom routines which are so important for the children. Children are offered 15 hours provision per week. Either 5 morning session plus 1 afternoon session, or 5 afternoons plus morning session.

First three days - children to stay for one hour with a parent or carer

The following three days - Children to stay for one hour by themselves

The next two days - full sessions for new children only.

Children are then admitted on a full-time basis providing parents/carers and staff are confident that the children are ready.

Reception

For the first two weeks children will come to school for either a morning or afternoon session each day. After two weeks children will stay all day.

The needs of individual children will be taken into account during this period; therefore, timings may be altered to best cater for the needs of the child. The staff in Early Years are happy to offer advice and support during this period.

School Lunches and Snacks

Each child in Reception is entitled to a free school meal each day. Those not wishing to take up this offer may go home for lunch or provide their child with a packed lunch. All packed lunches should be balanced and nutritious. All food in packed lunches should not contain potential allergens. All food in packed lunches should be prepared in a way to prevent choking.

Children in EYFS receive milk and a piece of fruit every day. Children are encouraged to bring a water bottle to school. Water is always available.

Whilst children are eating at school there is always at least one member of staff with a valid paediatric first aid certificate.

Parents/carers are required to inform us of any foods their children are allergic or are intolerant to, any dietary requirements, preferences or special health requirements their children may have. A record of this is kept in the classroom, the dining area and the school office.

Parents are expected not to send foods containing identified allergens that could pose a risk to others.

All information is reviewed at Parent/teacher meetings.

All food provided is prepared in a way to prevent choking. Children will always be in sight and hearing of a member of staff while eating. Where possible an adult will be facing children whilst they eat to ensure children are eating safely.

All EYFS staff preparing and handling food have received training in food hygiene.

The school follows the Food Safety advice provided by GOV.UK(education.gov.uk)

School Uniform

Foundation stage children are expected to wear uniform in line with the rest of the school. The school uniform is as follows:

- Black or dark trousers or skirt;
- White polo shirt;
- Sweater or cardigan bearing the school logo are available from www.uniform-direct.com or from their city centre store
- Sensible shoes with Velcro fasteners (no shoe laces or high heels);
- PE kit - black shorts and white t-shirt; for safety reasons jewellery is not permitted.

EYFS Areas of Learning

The EYFS is a curriculum from birth to five years old. There are seven areas of learning, 3 Prime areas and 4 Specific areas.

Prime Areas

1. Personal, Social and Emotional development
2. Physical Development
3. Communication and Language

Specific Areas

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive Arts and Design

These areas are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. Through play and practical experiences, children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment.

We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with SEND, children who are more able, children with disabilities, children from all social and

cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Screen Use and Digital Technology

Screen use within the Early Years Foundation Stage is limited, purposeful and used only where it supports children's learning and development. High-quality interactions with adults, hands-on experiences, play, exploration, communication and outdoor learning remain at the heart of our curriculum. Any use of digital technology is carefully planned, linked to clear educational objectives and supported by adult engagement. Children are not given unsupervised access to screens and any digital content used is age-appropriate, and safe. Screen use will never replace opportunities for active learning, social interaction, physical activity or language-rich experiences. Children who require screen-based assistive technology to support communication or access to learning, including some children with SEND, will be supported according to their individual needs.

Assessment

As the year progresses children's development and progress in all areas of the EYFS curriculum is observed and recorded. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. Progress is recorded for each child using Sonar Target Tracker.

Assessment Cycle

Baseline

October (or within 6 weeks of child's start date)

Progress

December, February and May

Weekly phonics assessments are carried out and these are used to tailor each child's learning accordingly.

Summative Data

At the end of the EYFS, we will assess the Reception children against the EYFS profile Early Learning Goals, stating whether they are 'Emerging' or 'Expected'

All parents/carers and Year 1 teachers will be provided with a copy of the profile report.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with an informative picture of their child's knowledge, understanding and abilities. Each child's key person will support parents/or carers in guiding their child's development at home.

Parents are encouraged to contribute to their child's learning assessments via formal and informal discussions and e-mails.

We work in partnership with parents and carers to promote healthy and balanced screen use, sharing current guidance and advice where appropriate.
We have two formal Parents Meetings, one in the autumn and one in the spring term.
School reports are given out at the end of the year and parents are given an opportunity to discuss them with the teachers.

Safeguarding

The school takes its safeguarding responsibilities very seriously. The full safeguarding policy is available in school. The use of Mobile phones and cameras are not permitted in school.

Child Absences

In line with school policy all absences should be reported to the school office on the first day of absence. The full Absences policy is available in school.

Collecting Children

All adults collecting children from nursery and reception classes must be registered by parents/carers on the child collection forms. Any adult whose name is not on this form will not be allowed to collect the child from school.

If a child is not collected at the end of the nursery session, we will use the information provided on the child collection forms to locate a nominated person to collect the child. If in the unlikely event of a child not being collected and, after exhausting all contacts, if there is no-one to collect the child after the school has closed, the school welfare team will be called and we will contact the local authority children's social care team. The child will stay at the setting in the care of two members of staff until the child is safely collected either by the parent or a social care worker.
A full written report of the incident will be recorded and passed to the school Safeguarding team.
Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

Medical Needs

We keep a note of any medical needs, allergies, children who need inhalers, Piriton or epi-pens in the relevant classrooms and school office so all staff are aware of individual needs. All parents / carers must give written permission for the administration of any medicines. The school ensures that an appropriate number of staff hold current paediatric first aid qualifications in line with statutory requirements.
A fully stocked first aid box is kept in each EYFS classroom. We keep a written record of any accidents, injuries or first aid treatment, a copy of which is given to parents on the same day.

We require all parents/carers to provide evidence from a doctor regarding any ongoing medical condition. All information is reviewed at parent/teacher meetings.

Illness

All parents are requested to inform the school of their child's absence on the first day of illness.

Health and Safety

We have a School Health and Safety policy which all staff are familiar with and we have designated staff responsible for first aid in school. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are made aware of safety issues. Risks assessments are carried out for all before and after school clubs and prior to any school outing. A full Health and Safety policy is available in School.

Equalities and Disabilities

All children at Medway are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Gifted, Talented and Able children, and those with SEND are considered and, the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Equal Opportunities policy available in School.

A full list of school policies including; safeguarding and welfare requirements and SEND are available on the school website

Complaints Procedure

Parents who wish to make a complaint about the EYFS should contact the school and follow the complaints procedure.

Parents who wish to make a complaint about the school's fulfilment of the EYFS requirements should contact Ofsted.

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The SLT will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will involve all staff concerned.