



EYFS POLICY

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Brigg Primary EYFS Unit

EYFS POLICY 2026



“Hand in hand, we can grow!”

Our Vision

At Brigg Primary we recognise that every child is unique and will develop in different ways to fulfil their own potential, enjoying all the varied experiences and opportunities our play based environment has to offer. It is important that every child feels safe and secure in our nurturing surroundings enabling them to build confidence and self-esteem as they explore the world around them. In partnership with parents and carers we support all of our children in taking their first steps towards becoming happy and curious learners ready to succeed in the challenges they encounter in their future education in our school.

As our children grow and learn these are some of the skills and attributes we consider to be important for them to develop:

Emotional Literacy

- To develop a sense of belonging
- To feel safe and secure
- To understand their feelings
- To have an enjoyment of life
- To develop self esteem
- To have empathy with others
- To be able to communicate their feelings in an acceptable way

Social Skills

- To communicate with confidence with familiar adults and children
- To understand boundaries
- To show self control
- To be self aware
- To make and maintain friendships

Learning Behaviours

- To be curious
- To persevere
- To be resilient
- To be responsive
- To show initiative
- To be able to make connections
- To be able to make choices
- To be enthusiastic

The Learning and Development

As a reflective setting we aim to constantly review and develop our practice in order to support children’s progress throughout their time in the Early Years Foundation Stage (EYFS) and so that they are ready for Year 1 and entry to Key Stage One (KS1). We do this by working in close partnership with parents and carers as well as a wide range of other professionals. Brigg Primary Early Years Foundation Stage Unit (EYFSU) follows the requirements of the ‘Early Years Foundation Stage (EYFS) Statutory Framework’ (2024).

We follow the EYFS learning and development requirements which comprise of:

- Seven areas of learning, development and educational programmes culminating in the Early Learning Goals
- The characteristics of effective learning
- The assessment requirements

The Areas of Learning and Development

There are seven areas of learning and development that shape the teaching and learning in the EYFS. We value all areas of learning and development as important and recognise that they are interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

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

We must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

Areas of Learning and Development and Educational Programmes

- Communication and language involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Literacy involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities.

Characteristics of Effective Teaching and Learning

In planning and guiding children's activities, we reflect on the different ways those children learn and we reflect these in our practice. Three characteristics of effective teaching and learning of the EYFS are:

- 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-led and Adult-led Activities

In the EYFS we aim for each area of learning and development to be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. We make on-going judgements about the balance between activities led by children, and activities led or guided by adults. We aim to respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, in Year 1 and beyond.

Outdoor Learning

At Brigg Primary we recognise the importance and value of outdoor learning. Our outdoor classroom is open during all free-flow sessions. We know that regular, physical outdoor activity is key to ensuring that children achieve a good level of development. We are proud of our outdoor classroom and the resources it offers. Children are encouraged to use the outdoor classroom regardless of the weather. We have school sets of waterproofs and wellies so that children can play outside in wet weather. In addition to this we also have hats, gloves and other items to supplement the clothing children bring daily from home.

Individual, Additional or Special Educational Needs (SEND)

As an EYFS team we consider the individual needs, interests, and stage of development of each child in our care, and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development. Our work with the youngest nursery aged children focuses strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for KS1. The balance shifts towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. Throughout their time in the EYFS, if a child's progress in any prime area gives cause for concern, we will discuss this with the child's parents/carers and agree how to support the child. In partnership with the school's SENCO we consider whether a child may have a special educational need or disability which requires specialist support. We then link with, and help families to access, relevant services from other agencies as appropriate.

English as an Additional Language

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. However, we must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, we assess children's skills in English. If a child does not have a strong grasp of English language, we must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Key Persons

Each child has their class teacher as their designated key worker. The key worker helps ensure that every child's learning and care is tailored to meet their individual needs and to help the child become familiar with the setting. The key worker seeks to build a relationship with the child's parents and to engage and support parents/carers in guiding their child's development at home. They also help families engage with more specialist support if appropriate.

Staffing

We believe that a quality learning experience for children requires a quality EYFS team. We believe that employing well qualified, skilled staff strongly increases our potential to deliver the best possible outcomes for children. We regularly consider the training and development needs of all staff members to ensure they offer a quality learning experience for children that continually improves.

Assessment

Assessment plays an important part in helping parents/carers and the EYFS staff recognise children's progress, understand their needs, and plan activities and support.

Children are assessed on entry, to identify patterns of attainment within the cohort that allows the teaching programme to be adjusted and responsive to the individual needs of the children and groups of children. During the first six weeks of Reception, the Reception Baseline Assessment (RBA) is completed with each child with their class teacher. Introduced in September 2021, the Reception Baseline Assessment is a statutory assessment. It provides a snapshot of each pupil's attainment when they arrive at school. It will be used to measure the progress schools make with their pupils between Reception and the end of primary school from 2028.

Ongoing (formative) assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In our interactions with children, we aim to respond to our own day-to-day observations about children's progress and observations that parents and carers share. We recognise that observations should not take away from interactions with the children and should not require excessive paperwork (as stated in the revised EYFS Framework – September 2021). We are responsive to the children's needs by having daily conversations between all members of staff. The daily interactions we have with our children will inform our planning and help us identify next steps.

In addition to ongoing conversations between staff, we moderate our judgements as a staff team each term. This is done as a phase, rather than year groups to allow staff to see previous and future steps in learning and development. We also work with KS1 staff (particularly Year 1) for the same reasons.

To promote children's successful learning and development we aim to keep parents/carers up-to-date with their child's progress and development through individual parent meetings, regular 'Stay and Play' sessions and an annual written report (for all Nursery and Reception children). Parents are given the opportunity to complete 'Wow' slips to inform the school of 'new learning' that has happened at home. Each child has a "Learning Journey" folder in which we collate all of our observations of the children during their time in the EYFS including examples of their independent learning and observations from home. These folders are shared with parents/carers throughout the year.

EYFS Profile

At the end of the Reception Year we assess children against the Early Learning Goals in order to complete an EYFS Profile at the end of the year. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

We indicate whether children are meeting expected levels of development (EXS), or not yet reaching expected levels (WTS). Children who have reached 'expected' are judged to have reached a 'Good Level of Development' (GLD). We share the results of the Profile with parents/carers as part of the end of year report.

This information is used, alongside professional dialogue, to inform the transition arrangements between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

The Safeguarding and Welfare Requirements

The school has a Safeguarding policy and all EYFS staff are expected to be familiar with this policy and the procedures within. All staff complete regular safeguarding training. Any concerns are recorded using the school's online system 'C-POMS'. The DSLs are notified when these concerns are uploaded. Staff and volunteers are aware of the school's appropriate use policy and the use of personal devices during the school day is prohibited.

The school's administration staff check that all staff and students have an enhanced DBS and this information is stored in the school's Single Central Register (SCR). The setting does not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. Visitors with an enhanced DBS are given a green lanyard to wear during their visit. Visitors without an enhanced DBS (or one that has not been produced on arrival) are given a red lanyard and must not be supervising groups or individuals of children without another member of staff present. Visitors wearing a red lanyard within school without staff supervision must be challenged.

We ensure that people looking after children are suitable to fulfil the requirements of their roles.

Staff Qualifications, Training, Support and Skills

We believe that the experiences of children in our setting and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. We ensure that all staff receive induction training to help them understand their roles and responsibilities.

In addition to this, staff receive continual professional development in the form of both internal and external training, coaching and regular staff meetings and moderation opportunities. We ensure that we meet the minimum qualification requirements. Each class is led by a qualified teacher. In addition, there are two members of staff who hold the NNEB qualification, this is the equivalent to a modern level 3 qualification (Early Years Practitioner) and all of the other staff have a level 2 qualification.

First Aid

At least one person who has a current paediatric first aid certificate must be on the school premises at all times when EYFS children are present, and one must accompany children on outings. First aid training is local authority and Ofsted approved and is relevant for workers caring for young children. Both of our Early Years Practitioners and EYFS Lead have current paediatric first aid training. First aid training is renewed on a rolling programme, to ensure that all staff are able to treat minor injuries. From September 2025, all children in EYFS must be supervised by a paediatric first aider when eating (this includes lunch and any snacks given).

We ensure that there is a first aid kit accessible to staff at all times. We record accidents, injuries and first aid treatment using the school's online system 'Medical Tracker'. This system informs parents/carers of any accident or injury sustained by the child upon completion, of any first aid treatment given. EYFS staff are made aware that any child receiving a 'head injury' must give the parent/carer a phone call to give the parent the option to come and assess their child in line with the school's First Aid Policy.

Medicines

The EYFS staff follow the school's procedures regarding children who are ill or infectious. We follow the school's policy, and procedures, for administering medicines. This includes systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date. Training is provided for staff where the administration of medicine requires medical or technical knowledge, such as the use of an Epi Pen.

Prescribed medicines are only administered where written permission has been obtained from the child's parent/carer. Parents are made aware that it is their responsibility to ensure that there are sufficient medicines kept in school and that they are within date of use. Medicines are stored and administered in line with the school's policy.

Food and Drink

We provide children with a healthy, balanced and nutritious snack and drink (fruit, vegetables, milk and / or water). We occasionally supplement this with other topic related foods (e.g. Pitta bread, pancakes, etc.). Before a child is admitted to the setting we obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. This information is kept on their record and all relevant staff are made aware; children with dietary needs or food allergies have their photos displayed in the school's kitchen.

We are a 'no bottle' setting, following guidance from the LA. Regular drinking from sports bottles during a child's early years has been found to hinder speech development. Therefore, all classrooms have fresh water available to the children for them to help themselves. This also promotes further independence.

Staff encourage the children to make informed choices when selecting their lunches. Nursery children select their lunch with the help of their parent or carer but Reception children make their own choices with support from the staff. They use words such as 'nutritious' and 'healthy' when making their decisions.

Managing Behaviour

Children are encouraged to develop a sense of appropriate behaviours through talk, modelling of behaviours and discussion with parents/carers. We provide all members of staff with appropriate training to help them manage behaviour appropriately and sensitively. We follow the School Behaviour Policy with an emphasis on positive behaviour and praise. Rewards and consequences are age appropriate.

Risk Assessments

We have a school Risk Assessment Policy with clear procedures for assessing any risks to children's safety, and the school reviews risk assessments regularly. In addition to this the EYFS has its own additional set of risk assessments for the setting. These risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised. In addition, other written risk assessments will be carried out for trips away from the school grounds using the LA's online system 'EVOLVE'. The EVOLVE forms are completed and submitted for approval by the lead teacher for the visit. The children are encouraged to complete the risk assessments, known as 'Safety Officers'. These children assist the adult with these safety checks as they are carried out. By undertaking the risk assessments, the 'Safety Officers' are made more aware of some risks they undertake during play and can encourage more independence during 'risky play'.

Outings

For school visits that require travel, we ask for parental permission for children to take part on outings via ParentPay. For local walks within the locality, parents are asked to sign permission for this as part of the Home-School Agreement document that is renewed each September and also given to new starters on admission. We assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and

hazards in line with whole school Risk Assessment Policy. The assessment includes consideration of adult to child ratios. We ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

Working with Parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development in line with the school policy of x2 face-to-face parent meetings, an informal open afternoon and through the annual written report. We also invite parents and carers 'Stay and Play' sessions and 'Workshops' – such as Phonics and Maths. This gives parents and children the opportunity to look through the children's Learning Journals together.

Parents are given the opportunity to complete 'Wow' slips to inform the school of 'new learning' that has happened in the home.

Equal Opportunities

The setting implements the school's policy (see Equal Opportunities Policy). Through implementing this policy and its procedures we promote equality of opportunity for children in our care, including support for children with special educational needs or disabilities. For those children in the setting who require ongoing and additional support with toileting we follow our Intimate Care Policy. For these children, the SENDCO creates an Intimate Care Plan, which is shared with and agreed by Parents.

Governors

We have a very proactive Governing Body who monitor the impact of the provision in the Early Years. The Early Years Leader works closely with the designated Governor and they meet at least termly. Three times a year, the EYFS lead contributes to the Head Teachers Report on standards and achievement which is presented to the full Governing Body at their termly meetings.