Brookmead School

Early Years Foundation Stage (EYFS) Policy 2026

1. Introduction and Statutory Context

This policy complies with the Statutory Framework for the Early Years Foundation Stage (EYFS, DfE 2025). The framework sets the standards for learning, development, and care for children from birth to age 5.

At Brookmead, our EYFS provision ensures every child:

- Learns and develops well.
- Is kept healthy and safe.
- Gains the knowledge and skills needed to start Year 1 with confidence.

This policy should be read alongside the school's Child Protection, SEND, behaviour, attendance, and health and safety policies.

2. EYFS Guiding Principles

In line with the EYFS statutory framework (Section 1.8), we follow four guiding principles:

1. Every child is a unique child.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop best in enabling environments.
4. Children develop and learn in different ways and at different rates.

3. Safeguarding and Welfare Requirements

Brookmead meets the **Safeguarding and Welfare Requirements** of the EYFS (Section 3).

- **DSLs for EYFS**:
    - Lead DSL: Mrs Taylor (Headteacher)
    - Deputy DSL: Mrs Clarke (Deputy Headteacher)
    - Additional DSLs: Mrs Brooks (SENDCo), Mrs Kosky, and Miss Singer
- All staff safeguard children in line with Keeping Children Safe in Education (DfE, 2025).

- Procedures are in place for child protection, safer recruitment, health and safety, medicines, and online safety.
- Missing child and late collection procedures follow statutory requirements. See Collection and Missing Child Policy.

We have at least 1 person with a current paediatric first aid (PFA) certificate in reception at all times. There are two teachers in reception and two support staff who are paediatric first aid trained. In addition, there is a First Aid lead trained member of staff who has paedicatric first aid training. A member of staff who is paediatric first aid trained is available at all times when children are present, including on outings. All staff at Brookmead School receive emergency first aid training every 3 years.

We promote good oral health, as well as good health in general, in the early years by talking to the children about this , and teaching through the curriculum.

4. Learning and Development Requirements

We meet the **Learning and Development Requirements** (Sections 1.13–2.12).

- **Prime Areas**: Communication & Language, Physical Development, Personal, Social & Emotional Development.
- **Specific Areas**: Literacy, Mathematics, Understanding the World, Expressive Arts & Design.

At Brookmead:

- **Phonics** is taught daily using Read Write Inc. (Section 1.23: requirement for systematic synthetic phonics).
- **Mathematics** is taught through short daily inputs and reinforced through play.
- **Curriculum** combines adult-led and child-initiated learning, aligned with ELGs.
- **Assessment** is formative and ongoing, with summative assessment against the ELGs at the end of Reception.

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

The school has in place a progressive curriculum which links with learning across the school and includes early years within it.

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

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for a gradual move to more formal learning.

There are some lessons which require a clearly structured approach , for example phonics which is a structured and systematic approach using Read, Write Inc.

5. Key Person System

In line with the statutory framework (Section 3.27), every child has a key person:

- Attenborough Class: Miss Fernandez Lewis
- McCartney Class: Miss Randell
- Supported by Mrs Baughan (HLTA), Miss Bates (TLSA), Mrs Taylor (TLSA)

The key person ensures care is tailored to each child's needs and maintains strong home–school relationships.

6. Inclusion and SEND

We comply with the Equality Act 2010 and the SEND Code of Practice (2015) (EYFS Section 3.68).

- SENDCo: Mrs Kim Brooks
- Where children have additional learning needs, Learning Support Plans are reviewed termly with parents.
- Provision is inclusive and ensures all children access the EYFS curriculum.

6. Health, Food, and Nutrition

Brookmead follows the DfE Foundation Stage Nutrition Guidance (2025) and statutory EYFS welfare requirements (Sections 3.45–3.49). Staff watch reception children eat at all times.

- **School Provision:**
  - Milk and fruit are available daily through a rolling snack system.
  - Water is accessible at all times.
  - Fresh Start provides healthy and balanced lunches.
- **Packed Lunch Requirements:**

    - Must contain a variety of healthy foods: fruit, vegetables, protein, and wholegrains.
    - Must not contain crisps, sweets, chocolate biscuits, or foods high in fat, sugar, or salt.
    - Only milk or water may be provided as drinks.
    - Perishable food must be stored in insulated lunch bags with ice packs, or consumed within 4 hours.
    - Lunchboxes must be clearly labelled with the child's name and contents.
- **Safe Food Preparation (Choking Prevention):**
    - Grapes, cherry tomatoes, and similar fruits must be cut lengthways into quarters.
    - Sausages, cheese sticks, and cylindrical foods must be cut into thin strips, not rounds.
    - Hard fruits and vegetables (e.g., apples, carrots) must be grated, sliced thinly, or cooked until soft.
    - Whole nuts are not permitted; nut butters may be allowed if no allergies are present.
    - Popcorn and other high-risk foods are not permitted.
    - Food pieces should be no larger than 1.5 cm x 1.5 cm for children under 5.
- **Celebrations:**
    - We encourage non-food treats such as stickers or bubbles.
- **Allergies:**
- Any food brought in must comply with the above guidelines and be checked for allergens.
- We will consult with parents/carers to:
- Create allergy action plans for their child – with the help of health professionals, where appropriate.
- We will also keep this information up to date and share it with all staff. See school allergy policy.

8. Behaviour Management

In line with EYFS (Section 3.52), we promote positive behaviour through:

- Immediate rewards (praise, stickers).
- Age-appropriate consequences.
- Social stories, role play, and calm time.
- Clear communication with parents while maintaining confidentiality.

See Brookmead Behaviour Policy.

9. Assessment and Progress

In line with EYFS (Sections 2.1–2.12):

Reception Baseline Assessment (RBA): within the first 6 weeks. Staff also baseline every child using the data tracking system and Development Matters. This enables a focus on key areas of the children's development. Ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

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

Parents are kept informed of learning through newsletters, an initial Meet the Teacher Meeting and parent meetings.

10. Transitions

- Transition into school is supported with induction activities, including the first-day obstacle course.
- We liaise with all pre-schools before admission.
- We hold a 'welcome' meeting for all new parents before the children start at Brookmead to introduce staff, processes and offer time to talk over children's needs if required
- Transition to Year 1 is carefully planned with alignment to the whole-school curriculum.

11. Screen use

We have regard to the DfE's help for early years providers: screen use guidance when making decisions about how and when children use screens in our setting.

12. Paediatric first aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. The PFA certificate is for a full course consistent with the criteria set out in Annex A of the EYFS framework. This PFA certificate is renewed every 3 years as required. See Managing Medical Conditions Policy for named paediatric first aiders.

[Adapt to reflect your approach] We display or make available to parents and/or carers PFA certificates or a list of staff who have a current PFA certificate.

8.4 The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)

Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required

Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

12. Monitoring and Review

This policy will be reviewed annually or in response to updates in the EYFS Statutory Framework (DfE 2026). Implementation is monitored by the EYFS Lead and the Senior Leadership Team through observations, data analysis, and feedback from staff and parents.

Contacts

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Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy and medical policy
Administering medicines policy Managing Medical Conditions Policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy See Visitors Policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy See Walking to School, Collection and Missing Child Policy

Statutory policy or procedure for the EYFS	Where can it be found?
Procedure for dealing with concerns and complaints	See compliments and complaints policy