

Early Years Foundation Stage (EYFS) policy

Date reviewed: Autumn 2026
Date of next review: Autumn 2027

SAT Sikh Academies Trust
Faith Inspired Education

Changes to EYFS for Sept 2026:

This policy is based on the following 5 documents:

	Guidance	What it Covers / Key Points	Statutory or Non-statutory
1	Early Years Foundation Stage (EYFS) Statutory Framework	Sets out mandatory requirements for learning & development, safeguarding & welfare and assessment from birth to age 5. Legal standard providers must meet. Effective from 1 September 2025.	Statutory
2	EYFS Profile Handbook 2025/26	Guidance for completing the EYFS Profile (assessment at end of Reception), responsibilities, data collection, etc.	Statutory (assessment component under EYFS)
3	Early Years Foundation Stage Nutrition Guidance	Guidance for providers on offering healthy, balanced, nutritious food. From Sept 2025, providers must 'have regard to' this under safeguarding & welfare. Covers safe eating, menus, portion size, allergies.	Statutory requirement to 'have regard to' as part of EYFS safeguarding & welfare from Sept 2025
4	Development Matters	Non-statutory curriculum guidance to support EYFS settings in planning and implementing learning & development. Helps with observations, planning and assessments.	Non-statutory Updated September 2023
5	Help for Early Years Providers (DfE online support)	Resource hub: guidance, articles & toolkits for practitioners including Progress Check at Age 2, SEND guidance, health & wellbeing.	Non-statutory support resource (many linked docs are statutory)

Early Years Foundation Stage (EYFS) Statutory Framework Policy 2026

Introduction and Purpose

The Early Years Foundation Stage (EYFS) sets out the legal requirements that all early year's providers must follow for children from birth to the 31 August following their fifth birthday. This framework ensures that children learn and develop well, are kept healthy and safe, and are given the best possible start in life. It applies to all Ofsted-registered early years providers in England.

Overarching Principles

All early years practice is guided by four statutory principles:

- Every child is a unique child – each child has individual needs and potential.
- Children learn through positive relationships – secure, respectful, and supportive relationships are essential.
- Children develop in enabling environments – settings must provide safe, stimulating, and responsive spaces.
- Learning and development occurs in different ways and at different rates – acknowledging diversity, including SEND.

At Khalsa Primary School we believe in giving our pupils the best possible life chances so that they can go on to succeed and become Exemplary Citizens, making a positive contribution to the world. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In partnership with stakeholders, we enable pupils to begin becoming active and inquisitive learners for life.

The KPS EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

1. Safeguarding and Welfare Requirements

Providers must take all necessary steps to keep children safe and promote their welfare.

Requirements include:

- Appointment of a Designated Safeguarding Lead (DSL) in all group settings.
- Clear child protection policies and procedures aligned with statutory guidance.
- Whistleblowing procedures must be in place.
- At least two emergency contacts held for each child.
- Procedures to follow up on prolonged absence or non-attendance.
- Healthy, balanced meals provided in line with statutory Nutrition Guidance (2025).
- Safe eating practices and close supervision at mealtimes.
- Limited screen time of one hour maximum, per day.
- Robust recruitment, vetting and suitability checks for staff.
- Paediatric First Aid qualification required for trainees/staff to count in ratios.

2. Staffing Ratios and Qualifications

Ratios must be maintained as follows:

- Under 2s: 1 adult to 3 children
- 2-year-olds: 1 adult to 4 children

- 3+ years (EY settings): 1 adult to 8 children (Level 3) or 1 adult to 13 children (Qualified Teacher)
- Each setting must have a Designated Safeguarding Lead (DSL), and managers must hold at least a Level 3 qualification.

3. Learning and Development Requirements

Providers must deliver an educational programme covering seven areas of learning:

Prime Areas:

- Communication & Language
- Physical Development
- Personal, Social & Emotional Development.

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design.

Provision should balance child-initiated play with adult-led activities, focusing on language, social skills, literacy, and numeracy.

4. Assessment

Assessment requirements include:

- Ongoing assessment through observation to inform planning.
- EYFS Profile: completed at the end of Reception year, covering all seven areas, submitted to the Local Authority.

5. Inclusion and Equality

Providers must:

- Meet the needs of all children, including those with SEND.
- Make reasonable adjustments under the Equality Act 2010.
- Work in partnership with parents, local authorities, and other agencies.
- Appropriately use funding such as Early Years Pupil Premium and Disability Access Fund.

6. Documentation and Policies

Providers must maintain and regularly review policies covering:

- Safeguarding and Child Protection
- Health and Safety, Risk Assessment, Outings
- Behaviour Management
- Complaints Procedure (with records of outcomes)
- Recruitment, Vetting, and Whistleblowing
- Attendance and Absence Monitoring

- Nutrition and Mealtime Arrangements

7. Monitoring and Compliance

Ofsted inspects settings for compliance with EYFS requirements. Providers must demonstrate compliance through policies, staff practice, and children's outcomes.

8. Key Updates for September 2026

- Mandatory whistleblowing procedures.
- Requirement for two emergency contacts per child.
- Strengthened absence monitoring requirements.
- Statutory Nutrition Guidance in force from September 2025.
- Paediatric First Aid required for trainees/staff to count in ratios.
- New experience-based route for Level 3 staff.

- Safer sleep monitoring
- Safer eating monitoring
- Screen time reduced to one hour maximum , per day.
- Strengthened recruitment requirements

9. This policy aims to ensure:

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

10. Equal Opportunities

Equal Opportunities - All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

11. Structure of the EYFS

The Nursery can offer up to 52 places. Children can start nursery the term after their third birthday. This equates to 15 hours (3-hour sessions, 5 days a week).

The Reception classes has one annual intake in September and offers 60 places. Admissions are conducted by Slough Borough Council.

12. A Unique Child

We believe that every child can become a skilled learner who can be confident, resilient and capable. We recognise that all children have different starting points and learn in different ways. Our aim is to ensure we create a positive working environment where pupils are not afraid of mistakes and thrive through experimenting and challenging themselves. We use praise and encouragement, as well as

celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

13. Curriculum

Our early years setting follows the curriculum as outlined in the 2026 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and 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

The 4 specific areas are:

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

14. Planning

Provision is balanced child-initiated play with adult-led activities, focusing on language, social skills, literacy, and numeracy.

Activities and experiences are planned for children that enable children to develop and learn effectively.

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

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

A core text supports children's learning in both nursery and reception and is carefully chosen to support the children's ages and stages of development. Planning is sequential and a curriculum map provides a yearly overview and ensures all areas of learning are covered.

Medium term plans set the learning intentions for the half term and cover all areas of learning.

Read Write Inc. phonics is delivered daily, alongside White Rose maths sessions. Italk, an Early Language Approach that helps develop children's early communication skills is delivered regularly, three times a week.

As a team, the staff carefully observe the children in their play and during focus activities. These observations may inform the planning of the following week's activities. The main structure of what is taught comes from a series of plans:

Medium Term Planning

Each half term, the staff plan what the children will learn in each of the 7 areas of learning. This is not static and is informed by ongoing formative assessment and observation of children, as well as from appreciating what children are enjoying and being stimulated by most. Teachers then plan weekly what they will be teaching and plan the provision accordingly.

15. The Learning Environment

The Reception classes are open plan so that both classes can socialise and learn together. However, each class has their own carpet area where they have their adult led carpet sessions and a table for focus activities. The setting has external doors that can be open or shut depending on the activities being run. Both classes have doors leading to the outside. A good proportion of the children's time is spent playing together in the provision, where children can choose to play inside or outside.

The Nursery class is opposite the Reception classes and has access to their own outdoor space. Children are free to access most of the resources and combine them as they see fit. The classrooms are organised in zones which relate to the 7 Areas of Learning. Clear labelling and photographs help children know where to go when they wish to get resources and help them return them afterwards.

Outside, the 7 Areas of Learning are planned and provided for, with permanent and temporary activities available for each area of learning. As well as this, the outside classroom provides a 'natural' environment, with an emphasis on helping the children to experience the natural world, with trees, digging area and allotment area, logs and a water pump. There is a mud kitchen, water pump and a large sand area too.

16. Teaching and Learning

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Phonics

In Nursery and Reception children learn phonics daily using the Read Write Inc. phonics scheme. In Nursery this is a simple, short session where children develop their listening skills through a range of different activities. In Reception, children move swiftly on to learning the letter sounds and graphemes. There is a phonics workshop for parents in the Autumn term so that they can keep up to date with how their child is being taught. There are also regular phonics assessments to ensure all children are making the expected progress and additional provision for those who need extra support. The children are also taught 'sight' words.

Reading

Shared reading (whole class reading) begins in Nursery and Reception in the Autumn term during Literacy lessons and also during story time at the end of each day. Nursery children take a picture book home to share with their families on a daily basis. Reception children take home a levelled phonics

book to practise reading independently or with their families. Both Nursery and Reception teachers hear the children read individually. Both Nursery and Reception children have weekly opportunities of sharing a book with a member of their family in their learning environments.

Writing

In Nursery, writing is primarily focussed on scribing meaning to their own mark making. In Reception, children take part in regular shared writing sessions such as handwriting where children are taught to hold a pencil and form letters accurately and writing may be linked to their topic. RWInc approach is used for letter formation when teaching writing. Both Nursery and Reception use the Move to Write Approach that celebrates the development of gross and fine motor skills through active learning. Phonics lessons also offer writing opportunities that develop children's independent writing in the continuous provision. There are also writing focus activities where children work intensively with an adult to develop their writing stamina and independence.

Storytelling

Children learn each story by heart by hearing it, using a story 'map', learning about the characters, writing the story, changing parts of the story and writing their own stories. They also learn about different forms of non-fiction writing such as labels, cards, writing letters, invitations, lists and instructions. This forms the basis of many of the English lessons.

Mathematics

In Nursery, there is a weekly maths focus with daily counting and quick maths activities in small groups. There is also a weekly problem-solving activity that may be explored in or outdoors. In Reception, children do whole class maths sessions 4 times a week. There are also weekly maths focus activities where adults will work with children in smaller groups or individually. There are always opportunities for children to explore mathematics in the continuous provision.

Adult Led Activities

Each week, adults will work with individual children or small groups on activities linked to the 7 areas of learning. As the year progresses there will be more of a focus on the ELGs and preparation for KS1.

Child Initiated Activities

Adults will also act as observers in the provision, enabling children to access the resources and activities and aiding children to resolve conflicts. During this time, they may also work with children to develop their thinking and move their learning on. All adults use their professional judgement and knowledge of children to understand the next steps in their learning

Children experience a wide range of activities through weekly outdoor experiential learning sessions, PE lessons for both nursery and reception, PSED lessons and weekly expressive art and design activities give children opportunities to express themselves independently.

17. Assessment

At Khalsa Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

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

- Meeting expected levels of development (Expected)
- 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 (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the Local Authority.

18. **Transition**

From Nursery/Pre-school/home to Reception

- Prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:
- Parents and children are invited to a Teddy Bear's Picnic and workshops to look around the school, meet the staff and ensure they know about school procedures.
- New pupils to our school will receive a Home Visit from their Class Teacher and Teaching Assistant
- Play visit sessions
- Visits to nursery schools
- Reception teachers meet feeder Nursery school teachers for handover at the end of the year.
- Introduction to school session

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff 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. A variety of strategies are used to support the transition to Year 1 from Reception. These include:

- Working with their new teacher in the Reception and later in the Y1 classroom
- Going to whole school assemblies
- Cross moderation with Year One, looking at the children's work and the ELGs
- Playing in the KS1 playground with all the Reception staff to support them
- Year one teachers popping in Reception classrooms for a quick greeting

19. Working with parents

Parents are the children's first educators and continue to educate and influence their child all their lives. We understand how important it is to work alongside parents.

How we do this:

- EYFS team meet all children prior to starting school. This may be a meeting at the school or at their home / previous educational setting.
- We give all children and their parents an opportunity to tell us all about their child. In Nursery and Reception, we meet with families new to the school to discuss their child prior to starting in September.
- All parents are invited to have an open day with the Head Teacher with the chance to ask questions in depth.
- Inviting all parents to a 'Meet the teacher' meeting or sending out a welcome booklet after their child starts in Nursery / Reception.
- As well as 'open door' informal opportunities to speak to the staff with any concerns, ask questions or share achievements, there are regular formal opportunities such as termly formal parents' meetings and a yearly report detailing their achievements
- Offering parent workshops to support learning at home, based on the needs of the children and families.
- •Parents and carers can contribute by sharing information on Class Dojo for example, on the child's favourite books. Also, parents are encouraged to contribute photographs of special times with descriptions of what they have enjoyed as a family.
- When children arrive in Nursery, they will be assigned a key worker. That person will take extra care to develop a positive relationship with the child and their family.

Reporting to parents / carers:

Parents are informed about their child's progress in the 7 areas of learning in a formal report at the end of the year. Parents also meet with teachers in the Autumn and Spring term to discuss their child's progress and achievements

20. Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Khalsa Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments consider contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity.

Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCo is called upon for further information and advice. We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Planning challenging and appropriate activities for children
- Monitoring children's progress and taking action to provide support as necessary.

21. Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits. We provide children with choices to help them develop this important life skill. Children are allowed to take risks and we aim to teach them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Within our school we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Frameworks for EYFS.

22. Monitoring arrangements

This policy will be monitored throughout the year and reviewed annually.