

**WESTFIELD COMMUNITY SCHOOL**



**EYFS**

**Curriculum**

**Policy**

September 2025

# **Early Years Foundation Stage (EYFS) Policy**

This Policy applies Pre-school and Reception (3–5 years)  
Takes into consideration the DfE Early Years Foundation Stage  
Statutory Framework (2025) and non-statutory Development Matters  
guidance.

## **1. Introduction and purpose**

This policy sets out how Westfield Community School will meet statutory EYFS requirements and deliver a high-quality early years curriculum informed by Development Matters. It covers curriculum and pedagogy, child development, welfare and safeguarding, food & nutrition, assessment, record-keeping, staff training and implementation actions required by the updated EYFS framework from 1 September 2025.

## **2. Principles and aims**

We aim to:

- Provide a safe, inclusive, and nurturing environment that supports children’s learning and development.
- Deliver an ambitious, knowledge-rich early years curriculum informed by Development Matters that prepares children for successful transition to Year 1.
- Meet the legal learning and development, safeguarding and welfare, and assessment requirements of the EYFS 2025.

## **3. Curriculum (Learning & pedagogy)**

### **3.1 Curriculum approach**

- We use Development Matters as our non-statutory curriculum guidance to plan and sequence learning across the seven areas of learning, with a strong emphasis on the prime areas (Communication & Language; Personal, Social & Emotional

Development; Physical Development). Planning is child-centred, play-based and informed by purposeful adult interactions and systematic teaching where appropriate.

### **3.2 Early Learning Goals (ELGs)**

- We teach towards the statutory ELGs set out in the EYFS framework and use them to shape curriculum intent, sequence and end-of-year assessment (EYFSP).

### **3.3 Inclusion and SEN**

- The curriculum is inclusive. Practitioners make reasonable adjustments, work with parents/carers and external agencies, and follow the SEND code of practice where necessary to meet individual needs.  
\*see whole school inclusion policy

## **4. Child development and pedagogy**

- Practitioners observe and interact with children continuously. Assessment is proportionate and not overly burdensome — assessment should not involve long breaks from interaction with children. Observations and professional judgment inform planning and targeted support.
- Provision supports progress across all areas; interventions are timely, evidence-informed and monitored.

## **5. Welfare & safeguarding (updated 2025 requirements)**

We follow the strengthened welfare and safeguarding requirements introduced for September 2025. Key points and how we implement them:

### **5.1 Safer recruitment & references**

- Safer recruitment processes are followed for all roles: obtaining written references, verifying identity, right to work checks, enhanced DBS where required and documenting how the setting ensures only suitable individuals are recruited. (Recruitment procedures and records are retained.)

## **5.2 Absence follow-up & emergency contacts**

- We will follow up promptly on prolonged unexplained absences of children and hold additional emergency contact details (more than one contact where possible) as required by the 2025 framework.

## **5.3 Safer eating and food provision as safeguarding**

- From September 2025, nutrition and food provision are part of safeguarding and welfare expectations. Staff will follow the DfE Early Years Nutrition Guidance. We implement safer eating practices, supervise mealtimes, complete care plans when necessary.

## **5.4 Safeguarding training & annex**

- The framework introduces a safeguarding training criteria annex. Our safeguarding policy will describe how training is delivered, refreshed and monitored, and how staff are supported to put learning into practice. All staff receive regular, documented safeguarding training that meets the criteria.  
\*See whole school safeguarding policy

## **5.5 Paediatric First Aid (PFA) for trainees & ratios**

- All EYFS staff receive two day Paediatric First Aid training and are renewed on an ongoing cycle.
- Early years students/trainees must have PFA for them to count in ratios below their level of study – however at Westfield we do not count students or volunteers within our staffing ratios. All ratios and supervisions comply with the statutory framework.

## **5.6 Whistleblowing**

- We have clear whistleblowing arrangements and procedures to support staff in raising concerns safely and confidentially, in line with the framework's expectations.  
\*see whole school whistleblowing policy.

## **5.7 Other welfare points**

- Toileting, intimate care, medication, infection control and accidents are covered by our welfare procedures, in line with statutory requirements and the school's safeguarding policy.

## **6. Food, nutrition and mealtimes (changes 2025)**

- From September 2025, the DfE Early Years Nutrition Guidance is formally included in the safeguarding and welfare requirements: providers should have regard to this guidance and follow it unless there is a good reason not to. Our practice will reflect the guidance across meal planning, snacks, cultural/medical dietary needs, allergy management, and staff modelling of healthy eating.

### **6.1 Practical actions**

- Menus meet the guidance for balanced, nutritious meals and include appropriate variety for age 3-5years.
- Staff complete training in food hygiene and safer eating (including Level 2 hygiene if required).
- Individual dietary requirements are recorded; care plans are in place and communicated to all relevant staff where relevant.
- Mealtimes are used as learning opportunities (social skills, independence, communication) and supervised to reduce choking and safeguarding risks.

## **7. Assessment**

The 2025 EYFS framework and related assessment materials include key points we adopt:

### **7.1 Reception Baseline Assessment (RBA)**

- The Reception Baseline Assessment (RBA) is statutory for reception and schools must administer it within the required window (normally within the first 6 weeks of reception). We will follow the STA administration guidance and ARA for 2025/26.

RBA is not intended to be used as a diagnostic for parents but to provide a baseline measure for school accountability.

## **7.2 EYFS Profile (EYFSP)**

- We complete the EYFS Profile at the end of the reception year against the 17 ELGs and submit returns by the statutory deadline (schools/local authorities guidance — typically by 30 June). The EYFSP provides transition information to Year 1 teachers.

## **7.3 Proportionate, formative assessment**

- Assessment practice is proportionate and should not interrupt child-practitioner interactions. Observations and records support planning and targeted support rather than creating excessive paperwork. We use professional judgement, tracked over time, to identify next steps.

## **8. Records, data protection & information sharing**

- We maintain secure records for each child (admissions, contacts, allergies, dietary needs, incidents, safeguarding concerns, observations, assessments). Records are kept in accordance with data protection law and our school GDPR policy. Relevant information is shared with parent/carers, health professionals and local authority partners as required for the child's welfare and development.

## **9. Staff roles, training & deployment**

- Senior Lead for EYFS: Mrs R Houghton holds the overall responsibility for curriculum quality, assessment and statutory compliance.
- Designated Safeguarding Lead (DSL) and deputy: Mrs T Ford and Mrs W Pennington lead safeguarding practice and ensure staff follow strengthened requirements.

## **10. Parental partnership & transition**

- We engage parents/carers through induction meetings, transition visits, regular updates, progress meetings and sharing of the EYFS Profile outcomes. We explain assessment (RBA, EYFSP) clearly and share how we use observations to plan learning.
- We also have curriculum meetings e.g. reading, writing, maths workshops and stay and play for parents; these are sometimes targeted.