

MANOR ROAD PRIMARY SCHOOL



EYFS POLICY

September 2026





Manor Road Primary School
Early Years Foundation Stage Policy

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Manor Road Primary School Early Years Foundation Stage Policy

Rationale

At Manor Road Primary School, we recognise that the Early Years Foundation Stage provides the foundations upon which all future learning is built. We believe that every child deserves the very best start in life and that high-quality early education plays a vital role in developing confident, resilient and successful learners.

Our Early Years provision encompasses both our Pre-School and Reception class (Ash Class), creating a seamless journey from the age of three through to the end of the Reception year. We provide a safe, nurturing and stimulating environment where children feel valued, respected and encouraged to explore the world around them. Through rich learning experiences, strong relationships and high expectations, we support children to develop the knowledge, skills and attitudes they need to become lifelong learners.

At Manor Road, we work in partnership with parents, governors and the wider community to ensure that children are safe, happy and able to thrive. We recognise that children develop at different rates and therefore provide an inclusive curriculum that meets individual needs whilst maintaining ambition for every child. Our Early Years provision reflects the requirements of the statutory Early Years Foundation Stage Framework and supports children in becoming confident, independent learners who are well prepared for the transition into Key Stage One.

Intent

At Manor Road, we believe that the Early Years Foundation Stage is crucial in securing the foundations upon which children will continue to build throughout their educational journey. Our intention is that all children entering Pre-School and Reception develop physically, verbally, cognitively and emotionally within an environment where curiosity, creativity and independence are encouraged and celebrated.

We aim for all children to develop a positive attitude towards school and a genuine love of learning. We believe that every child deserves to be valued as an individual and we are passionate about enabling every child to achieve their unique potential. The curriculum is designed to ensure children experience success while developing confidence, resilience and a willingness to take risks within their learning.

We begin each academic year by considering the individual needs, interests and developmental stages of our children. This information is used to shape a flexible and

ambitious curriculum that engages both children and families in the learning journey. Learning opportunities are carefully planned to build knowledge and skills progressively whilst responding to children's interests and experiences.

In Pre-School, particular emphasis is placed on the Prime Areas of Learning:

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

These areas provide the essential foundations for future learning and ensure children develop the confidence, independence and social skills required for success. As children move into Reception, the curriculum gradually expands to provide an increasingly balanced focus across all seven areas of learning, ensuring children are fully prepared for the next stage of their education.

Implementation

At Manor Road Primary School, children follow the statutory Early Years Foundation Stage curriculum. Teaching and learning are carefully planned to provide opportunities for children to develop and apply knowledge across the seven areas of learning and development. The curriculum is delivered through a combination of adult-led teaching, child-initiated learning and carefully planned continuous provision.

Our Pre-School and Reception environments are designed to provide rich and engaging learning experiences both indoors and outdoors. Children are encouraged to investigate, explore, create, reason and communicate through purposeful play and meaningful interactions with adults and peers. The outdoor environment forms an integral part of the curriculum and is used daily to promote physical development, creativity, problem-solving and exploration. Pre-School children also benefit from opportunities to access wider school facilities, including the school library and outdoor learning spaces, and regularly interact with Reception pupils to support transition and familiarity.

Teaching is underpinned by the Characteristics of Effective Teaching and Learning: Playing and Exploring, Active Learning, and Creating and Thinking Critically. These characteristics are embedded across all aspects of provision and support children in developing positive attitudes towards learning.

Language development is prioritised throughout the Early Years curriculum. Staff model high-quality vocabulary, engage children in meaningful conversations and provide a language-rich environment where speaking and listening skills can flourish (SHREC approach). Early reading is promoted through high-quality texts, storytelling, nursery rhymes and a systematic synthetic phonics programme (Bug Club phonics). Children develop word reading, comprehension and a lifelong enjoyment of books through carefully planned provision and daily reading opportunities.

Mathematical understanding is developed through practical experiences and purposeful exploration. Children are encouraged to develop secure number sense, recognise patterns, solve problems and reason mathematically through engaging activities that build confidence and understanding. Children access Maths No Problem from Reception and develop a mastery approach to number and measure.

Strong partnerships with parents are central to our practice. We recognise parents as children's first educators and work collaboratively to share information, celebrate achievements and support learning at home. Regular communication ensures that families remain actively involved in their child's development and progress.

We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- talking to parents about their child before their child starts in our school;
- giving children the opportunity to spend time in class before starting school during transfer sessions;
- inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- providing parents with information evenings to support them with home reading and phonics
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments which can be added to scrap books which inform planning and provision;
- involving parents in their child's learning journey by giving them the opportunity to view them each half term and inviting them to complete pages over the holiday periods detailing their child's achievements at home
- written contact through Class Dojos as well as the acknowledgement that parents can ring school to contact staff
- providing daily face to face contact with support staff on arrival at school and at the end of the day
- ensuring all parents know that their child's teacher and teaching assistant are their key workers
- Giving all parents a log in to Dojos so they can see their children's progress as well as being able to contact the class teacher between working hours.

Assessment is an integral part of teaching and learning. Staff use ongoing observations, interactions and professional knowledge to assess children's development and identify next steps. Assessment information informs planning and ensures that learning opportunities build upon children's current knowledge and understanding.

At Manor Road Primary School, we support children in using the three characteristics of effective teaching and learning. These 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; and
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Through a system of highlighting preferred learning styles in the children's scrap books, we quickly identify those children who have not yet developed all three characteristics of learning. This enables us to foster these skills through the child's own interests. Children also learn to 'paint themselves' green, blue or yellow relating to each of the characteristics using imaginary paint. Children learn to identify how they are learning in each of the areas.

In accordance with statutory requirements, children in Reception complete the Reception Baseline Assessment within the first six weeks of starting school. Teachers also complete the Early Years Foundation Stage Profile during the final term of Reception to assess children's attainment against the Early Learning Goals.

Safeguarding and children's welfare remain paramount. Manor Road Primary School follows all statutory safeguarding and welfare requirements outlined within the Early Years Foundation Stage Framework, including requirements relating to child protection, safer recruitment, staff suitability, supervision, first aid, health and safety, attendance and information sharing. Recent safeguarding updates within the EYFS framework, including strengthened safeguarding procedures and welfare expectations, are fully reflected within school practice.

Impact

The impact of the EYFS curriculum at Manor Road Primary School is evident through children's progress, engagement and readiness for future learning.

Children leave Reception as confident, independent and enthusiastic learners who are well prepared for the demands of Key Stage One. They demonstrate secure knowledge and skills across the seven areas of learning and are able to communicate effectively, work collaboratively and approach new challenges with resilience and confidence.

Assessment information demonstrates that children make strong progress from their individual starting points. Staff continuously monitor learning and development through high-quality formative assessment, allowing teaching to be responsive and tailored to individual needs. Summative assessments, including the Reception Baseline Assessment and EYFS Profile, provide further evidence of attainment and progress.

The quality of provision is monitored through learning walks, observations, assessment reviews, pupil voice activities, parental feedback, moderation and regular evaluation by the

Early Years Lead and Senior Leadership Team. This ensures that provision remains ambitious, effective and aligned with statutory requirements whilst continually improving outcomes for all children.

Through our nurturing environment, ambitious curriculum and strong partnerships with families, children leave the Early Years Foundation Stage with the knowledge, skills and attitudes required to flourish throughout their future education and beyond.

Inclusion/Special Educational Needs and Disabilities (SEND)

All children and their families are valued at Manor Road 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 take into account 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 schools Inclusion manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion Policy for SEND.

We meet the needs of all our children through:

- Involving parents and previous providers in the transition of our children to school
- planning opportunities that build upon and extend children's knowledge, experience 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 activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.
- Seeking advice from specialist agencies where appropriate
- Tailoring and adapting our teaching to suit the needs and interests of individuals, groups and cohorts

Dyslexia Friendly

In order to accommodate the individual's particular learning style, lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children and adhere to the schools Safeguarding & Child Protection Policy alongside Keeping Children Safe in Education and have regard to the government's statutory guidance Working Together to Safeguard Children and to the Prevent duty guidance for England and Wales.

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.

Health and Safety

At Manor Road Primary School, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted for the EYFS (see Appendix 1) and there is a list of daily checks which are carried out every day before the children come in (see Appendix 2). The EYFS risk assessment must be read in conjunction with other relevant whole school policies.

In the Safeguarding & Child Protection Policy, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2026, at Manor Road Primary School we undertake;

- A whole school Supporting Children with Medical Conditions at School and a separate Allergy Safety Policy are in place which give details of the procedures in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At Manor Road Primary School a written record is kept each time a medicine is administered to a child and the child's parents and/or carers are informed on the same day.
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- Children in the Foundation Stage help to prepare daily healthy snacks and have access to fruit and milk. Good hygiene practice is followed.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. All Teaching staff in the EYFS are paediatric first aid trained.

- A Health & Safety Policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A Fire and Emergency Evacuation procedure
- A Safeguarding & Child Protection Policy along with a Mobile Phone, Device & Smart Watch Policy stating how mobile phones, devices and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

Supervision for EYFS Staff

Good supervision can give staff an opportunity to reflect on their practice, explore any worries or concerns about the welfare of children in the setting and contribute towards developing confident and competent staff groups. All of these are known to be important in establishing safe organisations where children are safeguarded from harm.

Supervision is a legal requirement for EYFS staff

It further states that supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.

At Manor Road, staff meet approximately every six to eight weeks for Supervision meetings.

Transition

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents are invited to a group meeting to ensure they know about school procedures and allocation of classes. They may also request a one to one meeting with the class teacher to raise any concerns they may want to express.
- During the summer term parents are encouraged to complete a transition booklet. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to two full induction days to their reception class.
- Members of staff from Manor Road Primary School sometimes make visits to feeder settings, although this is becoming more difficult as we have in excess of 15 feeder nurseries. The number of visits will depend on the child's needs and how much

information gathering is required in order to support the child's transition. Where visits are not possible, phone calls are made and nursery staff are invited to school.

- Children requiring extra support may have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Early Help Assessment (EHA) process.

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. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development or if they are not yet reaching expected levels. Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Roles and Responsibilities

Ash Class

Class teacher – Mrs Kellie Foulds
Teaching Assistant – Mrs Ginnette Mason
Teaching Assistant – Miss Claire Stanley
Teaching Assistant- Miss Nadia Shvets
Teaching Assistant- Miss Jasmin Carter
Teaching Assistant- Mrs Megan Fedusio
Teaching Assistant- Miss Elysia Moss

Elm Class (mixed YR/1)

Class teacher – Miss Bethany Lillie
Teaching Assistant – Mrs Wendy McDonald

Continuing Professional Development

In order to keep up to date, broaden our understanding and learn new skills, all practitioners at Manor Road Primary School receive regular training through inset training, on-site training and county courses. The identification of training needs of all adults is part of an on-going process of performance management.

Monitoring and Review

It is the responsibility of the EYFS teacher to understand and adhere to the principles stated in this policy. The Headteacher will monitor the implementation of this policy as part of the whole school monitoring schedule. This policy will be reviewed annually.

POLICY REVIEW DETAILS		
Policy written by	Kellie Foulds	September 2020
Policy reviewed	September 2021	Reviewed and updated as required. Staffing updated
	September 2022	As above
	September 2023	As above
	September 2024	As above
	September 2025	As above
	September 2026	As above
Review schedule	As required	

RISK ASSESSMENT FORM

TO BE USED IN CONJUNCTION WITH EYFS DAILY CHECKLIST

PART A. ASSESSMENT DETAILS:

Area/task/activity: EYFS Daily Provision

Location of activity: Ash Class

Team/School name, address and contact details:	Manor Road Primary School Manor Road Clayton-le-Woods Chorley PR6 7JR 01772 335699	Name of person(s) undertaking assessment:	Karen Marshall Kellie Foulds
		Signature(s):	
Line manager/ Headteacher: (name and title)	Karen Marshall	Date of assessment:	September 2026
Signature:		Planned review date:	September 2027
How communicated to staff:	Paper copy in class	Date communicated to staff:	1 st September 2026

PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)
Gates into FS outdoor area	Children Staff	Access by unknown person Access by dogs	The external gates to the school playground are closed and locked by the site supervisor as soon as all parents / carers have left the site. Any parents / carers still on the playground at 9.00am are requested to leave. The internal gates to the Foundation Stage playground are closed and secured by Ash Class staff by 9.00am each school day. The outdoor area is closely supervised until these gates are closed.
Rubbish or broken glass in the Foundation Stage outdoor area.	Children Staff	Scratches Cuts Potential for infection	Daily visual check of the Foundation Stage outdoor area is carried out every morning. Any rubbish or broken glass is cleared and safely disposed of in line with relevant procedures and risk assessments. First Aid procedures are in place to manage any injuries.
Foundation Stage storage shed	Children	Injuries caused by trapping fingers, doors	The shed doors are closed and secured once all resources and equipment are taken out prior to the children arriving and again at the

PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)
	Staff	being blown open etc.	end of the day when resources and equipment are put away. If the shed is opened during the day, the doors are secured when open to ensure that they cannot be blown or pushed shut. Children are supervised at all times when outdoors.
Fence around the perimeter of the Foundation Stage outdoor area.	Children Staff	Injuries Unsupervised access by FS children into wider school grounds	Daily visual check of the fence is carried out every morning to ensure it is in good repair and secure. Any issues identified are communicated immediately to the Site Supervisor for appropriate remedy.
Foundation Stage outdoor ground.	Children Staff	Slips and trips	Daily visual check of the Foundation Stage outdoor ground is carried out every morning. Any slippery areas are cleaned to ensure safe access to all outdoor equipment and activities.
Doors to outdoor area and school corridor.	Children Staff	Injuries from doors closing Trapped fingers Access by unknown persons	The exterior door to Ash Class is closed and locked once children are inside each day, until access to the outdoor area is required. On opening the external door during the day, staff check that the gates to the outdoor area are secure. Finger guards are fitted to all internal doors.
Indoor and Outdoor chairs and tables	Children Staff	Injuries from broken or dirty chairs and tables.	Daily visual checks on all chairs and tables carried out every morning. Any issues identified are communicated immediately to the Site Supervisor for appropriate remedy.
Indoor and Outdoor toys and resources	Children Staff	Injuries from broken or dirty toys / resources / equipment	All toys / resources / equipment are checked when brought out to ensure they are clean and safe to use. Any items which require cleaning are not used by children until they are cleaned. Any items which are broken and no longer safe to use are disposed of. Specific risk assessments are in place for messy play, including sand and water trays, mud kitchen etc..
Indoor and Outdoor Sockets	Children Staff	Injuries caused by broken or damaged sockets. Harm caused by inappropriate access to sockets.	Daily visual check of electrical sockets carried out by staff each morning. Socket covers in place when sockets are not in use. Any issues identified are communicated immediately to the Site Supervisor for appropriate remedy.

PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)
First Aid	Children Staff	Injuries Illness Allergic reactions	All Foundation Stage staff are trained in Level 3 Paediatric First Aid. There is a fully stocked First Aid box, clearly labelled, fully accessible to adults and out of reach of children. Regular checks are carried out to ensure that stocks remain at appropriate levels. Up-to-Date medical information is available in class and all staff are aware of children with medical conditions and allergies. Individual Care Plans, Allergy Action Plans and Anaphylaxis Risk Assessments are in place where relevant. Regular checks are carried out to ensure that any medication in school is in date and securely stored out of the reach of children.
Infection from bodily fluids	Children Staff	Cross contamination, illnesses, infection	Protective gloves are provided and stocks are checked and replaced as required. Further PPE, eg. face masks, aprons, are available as required. All staff follow hygiene procedures when dealing with bodily fluids. Antibacterial soap is available in all appropriate areas.
Maintaining clean and safe areas through the day	Children Staff	Injuries caused by slips and trips	Regular checks are carried out throughout the day to ensure that slip and trip hazards caused by continuous provision are identified and managed on a dynamic basis. A mop and bucket is kept close to the water tray and any spills are mopped up as soon as possible. A dustpan and brush is kept by the sink. Supervised 'Tidy Up' times are practiced throughout the day to minimise toys and resources which may cause hazards.
Sharp equipment required for preparing snacks.	Children Staff	Injuries caused by peelers, knives etc.	Any sharp equipment required to prepare food for snacks, eg. peeler, knife, are kept in the teacher's cupboard out of reach of children. Any sharp equipment is only used by staff and, when in use, is kept out of reach of children.

PART C: ACTION PLAN Further action / controls required

[illegible]

Date											
Gates closed and secured?											
Rubbish or broken glass?											
Shed door closed?											
Fence in good repair / secure?											
Equipment outside ok to access(not slippy etc)											
First aid kit stocked?											
Plastic gloves stocked?											
Mop and bucket near water tray?											
Dustpan by sink?											
Open doors secured safely?											
Peeler and knife in teacher cupboard?											
Antibacterial soap available?											
Socket covers in place?											
Chairs and tables clean and safe?											
Toys / resources clean and safe to use?											
Toys out and ready for the day?											
Amendments / actions required as a result of daily checks:											