

ROCKMOUNT PRIMARY SCHOOL

Early Years Foundation Stage Policy October 2025

Review: October 2026

Early Years Foundation Stage Policy

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2025.

Our Vision

At Rockmount Primary School we aim to provide every child with the skills to become a happy, independent and curious lifelong learner. Our priority is to ensure a high level of engagement and active learning for all children through a range of skill-based activities.

“High-quality early years education, with a strong focus on communication, is good for every child. The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to ‘scaffold’ their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important.”
Development Matters 2023

The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- A partnership working between practitioners and with parents and carers
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The Overarching Principles of the EYFS

There are four guiding principles which shape practice within the EYFS

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, parents and carers
- The importance of **learning and development**. Children develop and learn at different rates and so practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development

An Enabling Environment

At Rockmount Primary School, staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, we focus strongly on the 3 prime areas. We also take into account the individual needs, interests, and stage of development of each child in our 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.

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.

We want:

- Children to feel valued as a member of the school community, to settle well into their class and to become confident and independent learners
- To offer children a range of well-planned learning opportunities which, through play, encourage them to develop skills in all areas of the EYFS curriculum
- To provide a stimulating environment with easily accessible and clearly labelled resources to help children become independent, imaginative and creative learners
- Planning to show an awareness of strengths, needs and learning styles and to provide specifically tailored opportunities for children to participate at their own level and make progress
- To encourage children to have equal access to all experiences
- To provide play contexts which enable children to appreciate the multi-cultural society in which they live
- Children to show consideration for others and treat their environment with respect
- To encourage children to explore new activities and to set themselves challenges in their learning without fear of failure
- To develop imagination and creative thinking which allows children to develop, consolidate and apply new skills and ideas in different situations
- To enable children to investigate, experiment and solve problems and to explore and make sense of the world around them

The EYFS Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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 prime areas are strengthened and applied through 4 specific areas:

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

The level of development that children should be expected to have attained by the end of Reception, is defined by the 17 early learning goals (ELGs). These goals support teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year One.

Learning and Development

- Within the first six weeks that a child starts Reception, staff will administer the Reception Baseline Assessment and observe the children within the setting. The assessment is administered digitally in line with current DfE guidance.
- We use this information as a starting point to assess the needs of our children and to plan forward appropriately.
- In Reception, children will have specific teaching targeted to their own level of learning in phonics. Children will be placed in fluid groups, as appropriate, which are regularly reviewed to ensure that activities are being pitched at the right level for all children. The children will also have the opportunity to work in mixed groupings at other times. We use information gleaned from the regular Read Write Inc (RWI) assessments, to chart the progress of particular children to identify children who need additional support or challenge.
- Phonics is taught in ability groups across Reception each morning and opportunities are provided, throughout the day, for children to apply their phonic knowledge in a range of ways.
- Mathematics is taught in ability groups or whole class sessions in Reception each afternoon and opportunities are provided, throughout the day, for children to apply their mathematical skills in a range of ways.
- Our curriculum is arranged around several enquiry and skills-based topics which provide appropriate challenge and contextual learning opportunities.
- Children are more engaged when they are interested in the subject; a key feature of the curriculum is that much of the planning is based on children's interests and embodies personalised learning. Adults are facilitators who ask questions rather than giving answers.
- Children are encouraged to be independent learners who collaborate with their peers to solve problems and find the answers to their questions.
- Both indoor and outdoor provision is carefully planned to ensure that children are provided with a range of opportunities across all areas of learning.
- Teachers use learning objectives taken directly from the EYFS Curriculum for medium-term planning. Weekly plans are then completed to ensure opportunities are provided for in all areas of learning and are related to children's interests.
- We have practitioners who know how children learn best, understand the importance of play and enjoy playing alongside children. They respect and value children's play and talk and can interact sensitively with them. They take time to observe children at play and monitor their development in all areas of the curriculum to inform future planning and play provision.

Assessment

- We operate a planning, observation and assessment cycle which is based on evidence provided from observations of children when they are working independently. We start with what the child can do and then plan for their next steps.
- We assess children's progress termly to ensure that they are on track to reach the expected level of development at the end of the year. Additional support is put in place for those children who are not on track to achieve this at any given point in the year.
- Class teachers are responsible for collating and assessing observations, setting targets and reporting progress to parents and carers during termly parents and carers meetings and within the end of year school report.
- The EYFS Learning and Teaching Leader analyses progress data throughout the year to identify children at risk of underachieving and ensures that support is put in place for them. End of year data is analysed to show the progress of different groups of children and is used to inform future planning.

- At the end of Reception, 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 carers. The results of the profile are shared with parents and 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

Transition into Nursery

It is extremely important that children feel secure and happy as they begin nursery. We arrange some opportunities for parents and carers, together with their child, to visit the setting, before their start date, in order to ensure a smooth transition.

The children will have time to explore the nursery environment with the security of a familiar adult and have the opportunity to meet with Nursery staff to share important information about their child. Staff will talk about the structure and routines in the Nursery and about what the children will be learning during the year.

Transition from Nursery to Reception

The transition from nursery to school can be a daunting experience for many children and bring with it many changes and challenges. We aim to make this experience as easy as possible by including everyone involved; children, parents and carers, as well as the nursery staff.

We begin by holding new parent and carer meetings in June, where there is an opportunity to meet the teachers, ask questions, talk through any concerns and discuss the transition into Reception. We invite parents and carers to an open evening, where they can see the Reception classrooms and talk with staff. Members of the Rockmount Friends and Community (formerly the PTA) will be available to chat about the work that they do and how parents and carers can become involved in the school. Our school catering company, Pabulum, will be there to give information about school meals and to offer tasty samples from our menu.

Children and their parents and carers, are then invited into school for a morning or afternoon session before the summer break, where they can visit their new classrooms and meet the staff.

We liaise with as many prior settings as possible and visit children, where appropriate, to ensure a smooth transition.

Rockmount Nursery children enjoy a lengthy transition towards the end of the summer term where children can spend time in the Reception classes, meet the staff and engage in the activities provided in Reception.

At the beginning of the autumn term, the children start school on a part-time basis, unless they have been full-time in Rockmount Nursery. The settling-in period enables staff and children to form positive relationships and ensures staff can carry out accurate baseline observations.

If any children are finding the transition from nursery to school difficult, for whatever reason, they may continue to attend part-time until such time as they are able to cope with a full day at school. We will provide them with any additional support needed and work closely with parents and carers during this time, to slowly extend the period of time spent at school, until they are able to comfortably attend school full-time.

Children with English as an Additional Language

There are many languages spoken in our school. We place a very high value on linguistic diversity and provide children with opportunities to use their home language in their play and learning.

- We understand that children learning a new language spend a long time listening before speaking and so use a variety of methods to support this through the use of gestures, visual cues, facial expressions and a wide range of other resources
- Learning opportunities are planned that help develop speaking and listening and bi-lingual support is targeted to help extend vocabulary and develop understanding of new concepts in their home language first, and then in English

Children with Special Educational Needs and Disabilities (SEND)

Children with special educational needs are sometimes identified before they start school through information provided by parents and carers, nursery staff or the Local Authority. Adjustments to the learning environment or referrals to outside agencies can then be made if needed.

Other children are identified through our rigorous and ongoing assessment processes. Once a need is identified, parents and carers are first consulted and then an Individual Education Plan may be written. This details any additional support the child will receive. Individual Education Plans are reviewed regularly in consultation with parents and carers. Children may be referred to outside agencies, depending on need.

Pupils with SEN will be given access to the curriculum through quality first teaching in the classroom and the specialist SEN provision provided by the school or outside professionals. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the Class Teacher or SENCO will consult with parents and carers for other flexible arrangements to be made.

Rockmount Primary School is an inclusive school. For more information on our provision for inclusion, including our involvement in specialist programmes to aid inclusion please refer to the SEND policy on the school website.

The building provides wheelchair access, disabled toilets and lifts to all floors. The school complies with all relevant accessibility requirements which can be seen in the Accessibility Plan.

Safeguarding and Welfare Requirements

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We take all necessary steps to keep children safe and well.

- We follow all Safer Recruitment procedures to ensure staff recruited are suitable to work with children and have the relevant qualifications.
- All staff in EYFS have the qualifications and skills required to fulfil their role and can communicate effectively in English, both orally and in writing.
- Staff levels comply with statutory guidance and meet the needs of the children. In Nursery, there is at least one member of staff for every 13 children; one member of staff is a qualified teacher and one holds a relevant Level 3 qualification. In Reception, class sizes are limited to 30 children and are led by a qualified teacher supported by suitably qualified staff. All staff counted in statutory ratios, including students and trainees, hold a valid Paediatric First Aid (PFA) certificate in accordance with EYFS requirements. This ensures that all adults working directly with children are equipped to respond to medical emergencies and uphold the highest standards of care and safety.

- Children are kept within staff sight and hearing at all times.
- All staff receive appropriate induction and safeguarding training in line with the criteria set out in Annex C of the EYFS framework. Training is renewed at least every two years and staff may undertake annual refresher training to maintain core safeguarding skills and stay up to date with any changes in procedures or in response to specific concerns.
- Staff are supported to confidently implement the school's safeguarding policy and procedures on an ongoing basis. All practitioners are expected to be familiar with and refer to the guidance in [What to do if you're worried a child is being abused: Advice for practitioners](#).
- The Designated Safeguarding Lead (DSL) provides support, advice and guidance to all practitioners on an ongoing basis and on any specific safeguarding issue as required. The DSL attends training consistent with Annex C and ensures that safeguarding practices are embedded across the EYFS setting.
- If an allegation is made against a member of staff, the school follows the Croydon Safeguarding Policy and procedures.
- We promote good oral health and general wellbeing. Children are taught about the effects of eating too many sweet things and the importance of brushing their teeth.
- Toilet and hygiene facilities meet statutory requirements. There is an adequate number of toilets and hand basins available for children, with separate facilities for adults. Hygienic changing facilities are provided for children who wear nappies. While most children attending our nursery are toilet-trained, we recognise that some may require support with toileting or nappy changing. Staff follow procedures that ensure dignity, hygiene and safeguarding at all times. Children's privacy is respected and balanced with their support needs. An adequate supply of clean bedding, towels, spare clothes and other necessary items is maintained to support children's hygiene and comfort.
- Further safeguarding and welfare procedures are outlined in our [Safeguarding Policy](#).

Whistleblowing

We are committed to maintaining a safe and transparent environment for all children and staff. In line with the EYFS statutory framework (Sections 3.7–3.8), clear whistleblowing procedures are in place to enable staff—including students and volunteers—to raise concerns about poor or unsafe practice, particularly in relation to safeguarding.

All staff are made aware of the whistleblowing procedures during induction and ongoing training. These procedures include:

- When and how to report concerns
- Who to report concerns to (e.g. the Designated Safeguarding Lead or a member of the Senior Leadership Team)
- The process that will be followed after a concern is raised
- Assurance that concerns will be taken seriously and handled sensitively and appropriately

Staff are encouraged to speak up without fear of reprisal. A culture is fostered where safeguarding is everyone's responsibility and concerns are addressed promptly and professionally.

If a staff member feels unable to raise an issue internally, or believes their concerns are not being adequately addressed, they may use the following external channels:

- **NSPCC Whistleblowing Advice Line**
Call 0800 028 0285 (Mon–Fri: 08:00–20:00, Weekends: 09:00–18:00)
Email: help@nspcc.org.uk
Address: Weston House, 42 Curtain Road, London EC2A 3NH
- **Ofsted Complaints Guidance**
Visit Complaints procedure – Ofsted – GOV.UK

- **General Whistleblowing Guidance**
Visit Whistleblowing for employees – GOV.UK

These procedures ensure that all staff feel supported and empowered to act in the best interests of children's safety and wellbeing.

Risk Assessments

The school ensures that all indoor and outdoor spaces and facilities used for EYFS are safe and fit for purpose and are compliant with the Rockmount Health and Safety Policy.

- Premises and environment checks are carried out weekly by the Premises Manager and School Business Manager
- Each week, every teacher makes a full risk assessment of the learning environment (inside and out) to ensure that there are no dangers or hazards. Daily risk assessments are ongoing and equipment is checked regularly by all staff
- Children are taught to use all school equipment safely
- A comprehensive risk assessment on all trips is made and approved by the Headteacher before booking

Child Absences and Attendance Monitoring

In line with statutory EYFS requirements and to ensure regular attendance:

- Staff will follow up on any child absence in a timely and proactive manner. If a child is absent without prior notification, we will make immediate attempts to contact the child's parents or carers. If they are unreachable, we will contact the child's alternative emergency contacts.
- If a child is absent for a prolonged period, staff will use their professional judgement to assess the situation, considering:
 - Patterns or trends in the child's attendance
 - The child's vulnerability
 - The family's circumstances
 - Any known safeguarding concerns
- Where concerns arise, staff will refer the matter to local children's social care services and/or request a police welfare check, in accordance with our safeguarding procedures.
- The school maintains a clear [Attendance Policy](#), shared with all parents and carers. This outlines:
 - Expectations for reporting absences
 - Procedures for following up on unexplained or prolonged absences
 - Safeguarding actions that may be taken, including escalation to external agencies

This approach ensures that children's welfare remains a priority and that any absence is addressed with sensitivity, urgency and in line with statutory guidance.

Collection of Children

We identify who will be collecting children from school and compile a collection list (along with parents' and carers' phone numbers) which is kept in the school office for all staff to refer to. We ask that parents and carers let us know by 2:45 pm, by phone, if an unknown person is to collect their child. In the event we are not informed in advance, we phone parents and carers to ensure that the child is being collected by the correct person. We will not release any child into the care of another person without express permission from parents and carers.

Use of Mobile Phones and Cameras

The use of mobile phones and cameras is outlined in our [Safeguarding Policy](#).

Accidents and Injuries

A member of staff who holds a current paediatric First Aid Certificate is available on the premises at all times and accompanies EYFS children on school trips.

- If a child has an accident in the classroom or outside area this is dealt with by a qualified first aider and details are written up in the accident log
- If the injury or accident is serious or for any head injury, the parent and carer will be telephoned immediately
- If a child sustains an injury during the lunchtime period, the class teacher is informed by the Midday Meals Supervisor so that information can be passed to parents and carers at the end of the school day

Health and Medical Conditions Including Food Safety and Choking Prevention

At Rockmount Primary School, we actively promote children's physical health and emotional wellbeing. Both Nursery and Reception have dedicated wellbeing areas to support this aim.

- **Hygiene and Infection Control**

Care is taken to ensure all necessary hygiene measures are in place to prevent the spread of infection across the EYFS setting.

- **Medical Needs and Medication**

Details of medical requirements are collected during the induction period. If a child requires ongoing medication, parents and carers complete a care plan with the Coordinator for Medical Needs, outlining the condition and the support required.

For prescribed occasional medication, parents and carers must complete a medication slip at the school office before staff can administer any medication.

For serious illnesses or life-threatening allergies, a care plan is developed in collaboration with a paediatric first aider, medical professionals and the child's parents or carers.

- **Food Safety and Choking Prevention**

In line with the EYFS statutory framework (September 2025), we ensure that all food provided is nutritious, age-appropriate, and prepared hygienically by our catering provider, Pabulum.

Children are always supervised during mealtimes by staff trained to recognise and respond to choking risks. Food items known to pose a choking hazard (e.g. grapes, cherry tomatoes) are appropriately prepared to reduce risk.

Paediatric first aiders are present on-site and accompany children on trips. These staff members have additional training in food safety and choking prevention.

We encourage calm, seated eating and discourage rushing or talking with food in the mouth to promote safe eating habits.

- **Allergy and Dietary Management**

Parents and carers are required to complete an allergy/dietary form provided by Pabulum.

The catering team adapts menus accordingly and all kitchen staff are made aware of individual dietary needs.

To further safeguard pupils, children with allergies wear clearly identifiable lanyards displaying their photograph and allergens during mealtimes. Our electronic till system provides an additional layer of protection by alerting staff to each pupil's dietary requirements at the point of service.

- **Oral Health and Nutrition Education**

We actively teach children about oral hygiene and healthy eating. This includes discussions about the effects of sugary foods and the importance of brushing teeth regularly.

- **Food and Drink** Where meals, snacks, and drinks are provided, they must be healthy, balanced, and nutritious. Fresh drinking water is available and accessible to children at all times. To ensure this requirement is met, the setting has regard to the [Early Years Foundation Stage nutrition guidance](#), which outlines best practice for promoting healthy eating in early years provision.

Behaviour

School takes all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and stage of development.

To facilitate positive behaviour, staff:

- Establish good relationships and act as positive role models
- Create a learning environment with high expectations
- Adhere to the Rockmount Behaviour Policy
- Praise and reward pupils for effort, attainment and behaviour
- Talk about the rules and routines of the setting and what is/is not acceptable during the day
- Work with children (and their parents and carers) who present with challenging behaviour and, if such a need arises, write an Individual Education Plan that is shared with parents and carers and all staff to ensure consistency in responding to and dealing with the child's behaviour. We may also contact outside agencies such as the Educational Psychologist if a child's behaviour continues to cause concern

Transition to Year One

At the beginning of the year, children have time to adapt to a new setting when coming from Nursery to Reception. In the same way, this process is repeated at the end of Reception with the transition to Year One:

- During the last half term of the summer, children meet their new class teacher and spend time in their new classrooms. Year One staff will also come into Reception and spend time with the children in their setting
- Reception and Year One teachers meet, at the end of the summer term, for a detailed handover during which they discuss children's achievements, progress and needs on a very individual basis. SEN Support plans will be reviewed and passed on with recommendations for new targets
- In Year One, classrooms are organised in a very similar way to EYFS ensuring consistency for children. There is a very gradual transition to more structured learning over the year

Linked documents and policies

Accessibility Plan

Behaviour Policy

Communication Policy

Health and Safety Policy

Safeguarding Policy

SEND Policy

Supporting Pupils with Medical Conditions

First Aid Policy