

The Darent Federation of Schools

Early Years Foundation Stage (EYFS) Policy



Approved by:	Executive Headteacher	Date: March 2026
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1. Aims

The Early Years Foundation Stage (EYFS) at the Darent Federation aims to provide a secure, inclusive and high-quality foundation for learning which supports all children to achieve their full potential. We aim to ensure that:

- Children experience a broad, balanced and ambitious curriculum rooted in the EYFS statutory framework.
- Teaching and learning are consistent, high quality and responsive so that all children make strong progress from their starting points.
- Children develop the characteristics of effective learning: playing and exploring, active learning, and creating and thinking critically.
- Equality of opportunity is promoted and no child is disadvantaged or discriminated against.
- Strong partnerships with parents and carers support children’s learning and development.

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2. Legislation and Guidance

This policy complies with and reflects the Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers (DfE, dated 14 July 2025, effective from 1 September 2025).

It is informed by the following statutory and local guidance:

- Early Years Foundation Stage statutory framework (DfE, 2025)
- Keeping Children Safe in Education (DfE, September 2025)
- Working Together to Safeguard Children (2023)
- SEND Code of Practice: 0–25 years (2015)
- Kent Safeguarding Children Partnership (KSCP) procedures
- Kent County Council Early Years and Inclusion guidance

Where this policy uses the term *must*, this reflects a statutory requirement within the EYFS framework. Where *should* is used, this reflects statutory guidance that the Federation follows unless there is a clear rationale not to.

3. Structure of the EYFS within the Federation

- **Sundridge & Brasted CE Primary School** operates a mixed Reception and Year 1 class.
- **Kemsing Primary School** operates a stand-alone Reception class.

In both schools, EYFS provision is carefully planned to ensure that Reception-aged children receive full entitlement to the EYFS curriculum while supporting effective transition into Year 1.

4. Curriculum

4.1 Curriculum Intent

In line with the EYFS statutory framework (DfE, 2025), the Darent Federation provides an ambitious, inclusive and developmentally appropriate curriculum that secures children's learning, development and care from birth to five.

Our curriculum:

- Prioritises communication and language development, recognising spoken language as underpinning all seven areas of learning.
- Is rooted in high-quality interactions, sustained shared thinking and adult modelling.
- Is play-based, while becoming increasingly structured across Reception to prepare children for Key Stage 1.
- Reflects the four overarching principles of the EYFS: the unique child, positive relationships, enabling environments, and learning and development.

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4.2 Areas of Learning and Development

The EYFS curriculum consists of seven inter-connected areas of learning, as required by the statutory framework.

Prime areas:

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

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The prime areas are prioritised, particularly for younger children, as they form the foundation for success in all other learning.

4.3 Educational Programmes

Educational programmes set out what children must be taught and experienced in each area of learning. Staff ensure:

- A language-rich environment with frequent high-quality back-and-forth interactions
- Explicit vocabulary development through stories, non-fiction, rhymes and conversation
- Regular opportunities for physical development indoors and outdoors
- Systematic early reading and phonics teaching aligned with statutory expectations
- A strong grounding in early mathematics, particularly number sense to 10

4.4 Planning and Teaching

Practitioners plan and deliver learning that:

- Is informed by ongoing formative assessment and professional judgement
- Reflects children's interests, developmental stages and individual needs
- Includes a balance of adult-led and child-initiated learning

As children move through Reception, there is a gradual increase in adult-directed teaching to support readiness for Year 1, as outlined in the statutory framework.

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5. Assessment

Assessment in the EYFS is purposeful, proportionate and integral to teaching and learning, in line with Section 2 of the EYFS statutory framework (DfE, 2025).

Assessment:

- Is primarily formative, based on day-to-day observations and interactions
- Does not require extensive written or photographic evidence
- Informs planning, teaching and support

5.1 Reception Baseline Assessment (RBA)

The Reception Baseline Assessment is administered within the first six weeks of a child starting Reception, in accordance with statutory requirements.

- The RBA assesses early literacy, communication and language, and mathematics
- It is not used as a diagnostic or formative assessment
- Results are not shared with parents as scores and are not used to label or group children

5.2 EYFS Profile

The EYFS Profile is completed in the final term of Reception and no later than 30 June

- Children are assessed against the Early Learning Goals (ELGs)
- Judgements are made as Expected or Emerging
- Assessment is holistic and based on practitioner knowledge and professional judgement

EYFS Profile outcomes are:

- Shared with parents and carers
- Moderated internally and with local schools
- Submitted to Kent County Council
- Shared with Year 1 teachers to support transition

6. Inclusion and SEND

We are committed to early identification and inclusive practice.

- Children with SEND are supported through a graduated approach: Assess, Plan, Do, Review.
- Reasonable adjustments and targeted interventions are used to ensure access to the curriculum.
- We work closely with parents, the Federation Inclusion Leader, and external professionals where appropriate.

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7. Working with Parents and Carers

Parents and carers are recognised as children's first educators.

We support partnership working through:

- Regular communication and meetings
- Sharing learning and progress
- Transition meetings and workshops
- Support from the child's key person

Parents are encouraged to contribute to assessments and support learning at home.

8. Safeguarding and Welfare

Children's safety and wellbeing are paramount. Safeguarding and welfare arrangements fully reflect Section 3 of the EYFS statutory framework (DfE, 2025) and Keeping Children Safe in Education (KCSIE) 2025.

8.1 Safeguarding

In line with KCSIE 2025, safeguarding is everyone's responsibility and all staff take a child-centred and coordinated approach.

- Each school has a designated safeguarding lead (DSL) and appropriately named deputies.
- The DSL has sufficient time, authority and resources to fulfil the role, in line with Annex C of KCSIE 2025.
- All staff receive safeguarding and child protection training at induction and at least annually, including updates relating to online safety.
- Staff know how to recognise indicators of abuse, neglect and exploitation and understand their responsibility to act immediately on concerns.

8.2 Reporting and Recording Concerns

- All safeguarding concerns are reported to the DSL (or deputy) without delay.
- Concerns, actions and decisions are recorded promptly, accurately and securely, in line with KCSIE expectations.
- Information is shared appropriately to safeguard children, recognising that data protection legislation does not prevent information sharing where safeguarding is concerned.

8.3 Staff Ratios and Supervision

- Infant class size legislation applies in Reception classes.
- Children are always within sight or hearing of staff.
- Additional adults are deployed responsively to meet children's needs.

8.4 Paediatric First Aid

- At least one paediatric first aider with a full PFA qualification is on site at all times.
- A paediatric first aider is present in the room whenever children are eating in line with EYFS statutory requirements.

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8.5 Health, Oral Health and Hygiene

We promote children's health in line with statutory expectations, including:

- Oral health education
- Healthy eating and hydration
- Hand hygiene and infection control

Full safeguarding arrangements are detailed in the Federation's Child Protection Policy.

9. Safer Eating in EYFS

The Federation's safer eating procedures fully reflect EYFS statutory requirements (paras. 3.62–3.70, DfE 2025).

Key principles include:

- Children are always supervised while eating
- A paediatric first aider is present during all meal and snack times
- Food is prepared in a developmentally appropriate way to reduce choking risk
- Staff are trained in food hygiene, allergy awareness and choking response

All choking incidents or near misses are recorded, shared with parents and reviewed to inform practice.

10. Behaviour and Relationships

We promote positive behaviour through:

- Clear routines and expectations
- Positive relationships and consistent boundaries
- Teaching emotional regulation and social skills

Behaviour management aligns with the Federation Behaviour Policy and supports children's self-regulation and wellbeing.

11. Transitions

We support smooth transitions:

- Into Reception (from pre-school or nursery)
- Within the EYFS
- From Reception to Year 1

This includes information sharing, transition visits and collaboration between staff.

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12. Monitoring and Review

The Executive Headteacher is responsible for monitoring EYFS provision across the Federation.

This policy is:

- Reviewed annually
- Shared with the Governing Body
- Updated in response to national or local guidance

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Appendix 1: Statutory Policies Linked to EYFS

Requirement	Policy
Safeguarding	Child Protection Policy
Health & Safety	Health & Safety Policy
Medical Needs	Medical Needs Policy
Administering Medicines	Child Welfare and Safety Policy
Emergency Evacuation	Emergency Evacuation Plan
Visitors	Child Welfare and Safety Policy
Missing Child / Late Collection	Child Protection Policy
Complaints	Complaints Policy