Cobbs Brow School

Early Years Foundation Stage Policy

September 2027

Introduction

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.
Statutory Framework for the Early Years Foundation Stage, Sept 2025.

The overarching aim of the Early Years Policy at Cobbs Brow Primary School and Acorns Nursery is to promote the principles of the Statutory Framework for the Early Years Foundation Stage, Sept 2025 and The Birth to Five Matters Non-statutory guidance for the Early Years Foundation Stage, Early Education 2021.

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 Statutory Framework for the EYFS seeks to provide:
• quality and consistency in all early years settings, 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
• partnership working between practitioners and with parents and/or carers
• equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The Statutory Framework for the EYFS also specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements sets out what providers must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure their entire early years' experience contributes positively to their brain development and readiness for Key Stage 1. The learning and development requirements are informed by the best available evidence on how children learn. They also reflect the broad range of skills, knowledge, and attitudes children need as foundations for life now and in the future. Early years providers must guide the development of children's capabilities to help ensure that children in their care will fully benefit from future opportunities.

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

The Birth to Five Matters Non-statutory guidance for the Early Years Foundation Stage was developed by the Early Years Coalition to support practitioners to implement the Statutory Framework for the Early Years Foundation Stage (EYFS) in a pedagogically sound, principled and evidence-based way. Practitioners can then use their professional judgement based on their knowledge of the children in their setting and their wider context including family, community and the setting itself to construct an appropriate curriculum.

Safeguarding

As a school safeguarding is a priority within our early year's provision. We look to ensure all children are healthy, safe and secure, and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- regular safeguarding training, including child protection training and updates for staff. (see safeguarding policy)
- the extent to which children behave in ways that are safe for themselves and others
- children's understanding of dangers and how to stay safe
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- the necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill
- the necessary steps are taken to safeguard children regarding the misuse of technology – staff do not use their own laptops or cameras to take or store photographs of children. Staff do not use mobile phones within the early years settings – these are stored in lockers. (see e-safety policy).
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them.
- the appraisal arrangements, training, support and skills development of staff.
- the effectiveness of risk assessments and actions taken to manage or eliminate risks. (See risk assessment for provision in EYFS and health and safety policy)

All staff within school are familiar with the governments 'Keeping Children Safe in Education' document, the 'Working Together to Safeguard Children' documents and the 'Prevent duty guidance for England and Wales document.

Designated Safeguarding Lead – Mr Ian Eaton (Headteacher)
Deputy Safeguarding Lead – Mrs Lisa Pugh (Deputy Headteacher)
Deputy Safeguarding Lead – Miss Paula Sharples (EYFS Lead & SENDCO)
Deputy Safeguarding Lead – Mrs Danielle Barrett (KS1 Lead)

The setting's safeguarding policy includes clear procedures for:

- recognising and responding to concerns about children;
- allegations against adults working with children;
- reporting concerns to children's social care, the Local Authority Designated Officer (LADO), Ofsted and other relevant agencies where appropriate;
- ensuring that only suitable individuals are recruited to work with children;
- how safeguarding training is delivered and how practitioners are supported to implement safeguarding procedures in practice.

Safer Recruitment

The school follows safer recruitment procedures in accordance with statutory guidance. References are obtained and scrutinised prior to appointment wherever possible, and all recruitment processes include checks to ensure staff are suitable to work with children. Enhanced DBS checks and all required vetting procedures are completed before staff undertake unsupervised work with children.

Please see our Whole School Policy on Safeguarding and Child Protection, September 2026, for further information.

Whistleblowing

Cobbs Brow Primary School and Acorns Nursery promote a culture of openness and accountability. Staff are encouraged to raise concerns regarding poor practice, safeguarding concerns or conduct which may place children at risk. All staff are aware of the school's Whistleblowing Policy and understand the procedures for reporting concerns confidentially and without fear of detrimental treatment.

Attendance and Child Absence

The school maintains robust procedures for monitoring attendance and following up unexplained absences. Parents and carers are required to notify the setting of any absence. Where a child is absent without explanation, or where there are concerns regarding prolonged or repeated absences, staff will take appropriate action to establish the child’s welfare and, where necessary, seek support from Children's Social Care and other relevant agencies.

Safer Eating

Mealtimes are appropriately supervised and staff are aware of children's individual dietary, medical and allergy requirements. Children are supported to eat safely, and reasonable steps are taken to minimise risks of choking. Staff receive appropriate information and training to ensure safe eating practices are consistently implemented.

Paediatric First Aid Qualifications

	Date Obtained	Date Expires
Reception		
Paula Baldwin	May 2022	May 2025
Hannah Ward	May 2022	May 2025
Amy Griffin	Sept 2025	Sept 2028
Nicola Harrison	Jan 2024	Jan 2027
Clare Brady	Jan 2023	Jan 2026
Michelle Whittle	March 2024	March 2027
Acorns Nursery		
Eleanor Borland	June 2025	June 2028
Lisa Turner	June 2025	June 2028
Lorna Bishop	June 2023	June 2026
Colette Fairclough	June 2024	June 2027

Toileting and Intimate Care

Children's privacy and dignity are respected during nappy changing, toileting and personal care routines. Staff balance children's privacy with safeguarding considerations and follow the school's Intimate Care Policy at all times. Appropriate records are maintained where necessary.

EYFS Provision in this setting:

The terms ‘early years’ and ‘Early Years Foundation Stage’ (EYFS) in our context refer to the Nursery and Reception children at Cobbs Brow Primary School.

This policy reflects the mission statement of the school which is:

Cobbs Brow Primary School provides a happy, safe and friendly learning environment where every child matters. Staff, governors and parents work in partnership engaging and motivating children to enjoy learning and achieve their full potential.

EYFS Provision at Cobbs Brow Primary School

Staff in the Early Years are:

Reception
Miss Paula Sharples – Infant 1 Class Teacher, Early Years Lead, SENDCo
Miss Amy Griffin – Infant 2 Class Teacher
Miss Nicola Harrison – Teaching Assistant / HLTA
Clare Brady – Teaching Assistant
Miss Hannah Ward – Class Teacher (MT/PPA)

Nursery (Acorns Nursery)
Mrs Eleanor Boreland – Class Teacher
Mrs Lorna Bishop – Teaching Assistant / HLTA
AA

Out of School Club
Mrs Clare Brady – Manager
Miss Michelle Whittle – Teaching Assistant
Miss Chloe Durkin – Teaching Assistant
Miss Sue Osullivan – Teaching Assistant
Miss Chloe Mace – Teaching Assistant

Organisation and management of provision:

Early Years provision at Cobbs Brow Primary School is organised within the Infant One and Two classrooms and Acorns Nursery rooms. On entry the admissions number to reception class is 40 pupils aged 4-5 (Reception), Cobbs Brow Acorns Nursery also caters for 3-4 year olds and 2-3 year olds. The classrooms are resourced with areas of continuous provision which facilitates learning in all areas of development, for example, reading, writing, role play, construction, malleable, sand, water and creative areas. We have well resourced outdoor areas directly off the classrooms, to which the children have free-flow access daily, in all weathers. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early year's department, and the children also have access to other equipment and facilities throughout the school, e.g. hall, ICT suite and library.

The children are engaged in a variety of stimulating activities daily, with a balance of child-initiated and adult-led learning. Whole class and discrete phonics sessions take place daily in small groups that are tailored to the level of development of each individual child. Identified children will have daily interventions for a variety of needs such as Phonics, Speech and Language, Fine and Gross Motor Control and Number. The children in Reception are included in celebration assembly each week and have lunch time with the children in Key Stage One.

A key person system operates within the settings. Each child will be allocated a member of staff as their key person, who acts as a familiar point of contact for the child and their family. Children will spend time with their key person in small group sessions throughout the week.

Organisation and management of the learning environment:

In line with the principles of the EYFS (***unique child, positive relationships, enabling environments, learning and development***) our practice starts with the child and their interests, abilities and skills rather than the curriculum. We offer a play-based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

The classrooms are organised into areas of continuous provision, consisting of role play, small world, construction, reading, mark-making, mathematics, malleable, creative workshop, painting, sand, water, sensory, music and ICT. The outdoor provision provides opportunities for children to develop their gross motor skills, provides opportunities for art, music, sand and water play on a larger scale, and outdoor role play opportunities such as den-making. The children are also encouraged to explore their natural environment. The areas of provision are enhanced daily/weekly according to the children's needs and interests, and change throughout the year to ensure ongoing progression and challenge for all children. Provision is differentiated to meet the needs of individual children, and to promote the inclusion of children with SEND and EAL.

Practitioners plan for children's play experiences by following the needs and interests of the children to ensure that learning is real, relevant and purposeful with careful thought linking to their age and stage of learning and next steps needed. Provision is organised so that children have time each day to engage with adult-led and child-initiated activities, and this balance is determined by the needs of individual children. The learning environment enables children to develop the characteristics of effective learning and enables adults to support the children in playing and exploring, active learning, and developing creativity and thinking critically. Learning is made real through first-hand experiences and events which give children chance to make choices, work together, explore and create. This also builds their confidence for independent learning opportunities.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is planned to lead smoothly into the National Curriculum at KS1 in a way which is relevant and meaningful for all children. Transition is carefully planned and managed to ensure new class teachers have an excellent understanding of childrens individual needs. The close working relationships between all staff and children within EYFS and KS1 promotes a smooth and seamless transition. The EYFS curriculum stresses the importance of the child's personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children.
The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

3 Prime Areas:

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

4 Specific Areas:

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

Reception children learn about RE through PSED activities, special weeks and have access to collective worship.

At Cobbs Brow we aim for all children to achieve the early learning goals by the end of the reception year but give careful consideration to starting points and progress over time. Birth to Five Matters age ranges help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage. We use the Birth to Five Matters when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

The curriculum at Cobbs Brow has been developed in line with the EYFS requirements for long, medium and short term planning. Characteristics of Effective Learning underpin all activities and each area of learning is planned for daily/weekly to ensure essential skills and knowledge are covered. Our long term plans are divided into three terms. Planning is adapted as we move through the year on a needs basis.

The wider curriculum at Cobbs Brow consists of:

- Educational visits and visitors, e.g. family members, members of the local community (nurses, police officers etc).
- Opportunities to access the local and wider environment including shops, parks, countryside and libraries.
- Links with local community organisations, e.g .churches/high schools/businesses/
- Strong Partnership links with SHARES (local network and consortium of schools)
- Links with pre-school playgroups, day nurseries, childminders and local authority maintained nurseries.
- Strong links with West Lancashire College, Edge Hill University and SCITT Teachers undertaking initial teaching training.

EYFS Planning

At our school planning includes:

Long/Medium Term Planning: this forms an overview for the year and helps us focus on our medium term targets and short term planning:

- ❖ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework & whole school initiatives by tracking children's progress through Birth to Five Matters.
- ❖ We follow the requirements for the locally agreed syllabus for RE as appropriate.
- ❖ We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation.

Short Term Planning: takes account of the 'Observation, Assessment and Planning cycle' outlined in the Birth to Five EYFS Guidance and is linked to children's interests.

- Consists of a flexible time frame of one to three weeks (to allow us to follow the specific interests and needs of the children).
- We include a range of experiences and activities appropriate to our groups of children in line with the EYFS educational programmes using development matters positive relationships/enabling environments to support planning effective provision.
- Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified children's interests and themes for nursery, reception and KS1 children, e.g. ourselves, seasons, change and growth, etc.
- We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children.
- We review and plan for the balance between activities both adult led, adult directed and guided and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year.
- We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development.

This includes knowledge of prior learning, specific planning to meet the requirements of the seven areas of learning and development, mental maths, phonics and the locally agreed RE syllabus. It also includes planning for adult led or adult directed activities, enhancements in continuous provision and activities to support observed interests of the children.

Observation and Assessment

On Entry Assessment

On entry to nursery, the staff assess the children against the Birth to Five Matters age-ranges to determine a baseline. Information is gathered from children's previous settings, e.g. using transition documents from previous nurseries/childminders, through discussion with parents and other professionals, and from observations during pre-school visits. This process is then repeated on entry to Reception, and as most children enter school from Acorns Nursery this transition is very smooth. Reception class teachers will visit new to school pupils in their PVI nursery settings. In Reception Class children take part in the Statutory DFE Baseline which is completed within the first six weeks of term.

Formative Assessment

Ongoing assessment information collected and included in a child's Learning Journey book and floor books to document and track their individual progress. Learning Journey books are used for collecting ongoing information on a child's individual progress and achievements throughout the year, which includes a range of annotated evidence such as photographs, post it notes, observations and samples of children's work. These

assessment procedures are used on a daily basis and feed into subsequent planning to ensure that every child's needs are being met.

Summative Assessment

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- Parents understand their child's progress and are helped to support learning and development at home.
- Concerns about individual children's progress are identified and addressed and swift interventions are put in place.
- The quality of provision is monitored and improvements made where necessary.
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- The staff have the skills and knowledge they need to enable the children to make progress.

We use our own tracking systems to ensure that attainment and progress are closely monitored, and to enable to staff to identify gaps in children's learning that can be addressed in subsequent planning and support.

Children in Acorns Nursery have a 2 year old assessment completed the term after they turn 2.

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority. Information collated from ongoing tracking and assessment throughout the year is used to compile the EYFSP, along with contributions from parents.

Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile. EYFS Statutory Framework, Assessment, July 2025.

Reporting to Parents

At the end of the reception year, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities.

In Acorns Nursery, staff will share the results of the 2 year old statutory assessment with parents.

Information about children is shared between parents and staff on an ongoing basis throughout the year, through sharing of wow moments, Learning Journeys, Parents' Evenings, interactions at the beginning and end of the school day, School Website, Newsletters, online app See-Saw and Early Year's Curriculum Workshops.

Induction/Parental Engagement & Involvement

In the summer term before children start in Reception, Cobbs Brow runs a series of induction sessions to support the children with settling into school. Where appropriate, the class teachers also visit the children's nursery setting to discuss children's level of development with nursery staff. An induction meeting is also held with parents during the summer term, where arrangements for starting school are discussed.

At Cobbs Brow, parents are warmly welcomed into school and encouraged to play an active role in their child's learning. Children in Acorns Nursery have a home-school communication book, and early years newsletters are sent home weekly detailing what the children have been learning and how parents can support learning at home. Cobbs Brow also run many early years' curriculum workshops for parents on a regular basis, and parents are regularly invited into school to share in the children's learning.

Transition Procedures

Points of transition:

Home to Nursery:
A one-to-one meeting within the setting where parents can discuss their child is offered to all parents. If requested, staff can visit the family and children at home. Children come in for induction days during the term before they start nursery.

Acorns Nursery to Reception:
Staff may visit nursery settings if appropriate where children's records of achievement are shared. The nursery staff bring the children through to the Reception classroom on a regular basis throughout the year and the Reception class teachers visit the children in nursery. Children are welcomed into school for several induction sessions during the term before the begin Reception.

Reception to Y1:
Reception and Year 1 staff liaise closely and discuss each child's EYFSP and characteristics of effective learning. Children in the EYFS work closely with the Year 1 children throughout the year.
In circumstances where pandemic restrictions have prevented face to face meetings we have used our website and online platforms to liaise with families. We have created transition information power points, class teacher welcome videos, setting tours and held online Q&A sessions.

Acorns Out of School Club:
Our out of school breakfast and after school provision also follow the EYFS guidance for the children that attend who are under 5. They operate a transition book between parents, the OSC and the class teacher to ensure that messages are passed between staff and parents quickly and effectively.

Evaluation and Review

This document was updated and modified through a process of consultation with teaching staff and Governors. It is the responsibility of all staff and governors to monitor their adherence to this policy. The policy is reviewed annually.

This policy was updated: September 2025

To be reviewed: September 2026

This policy was approved by the school governing body

Date _____

Signed _____ (Chair of Governors)