

Early Years Foundation Stage Policy 2026/27

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Linton Primary School follows the EYFS statutory framework for group and school-based providers effective from 1 September 2026, Keeping Children Safe in Education 2026, applicable safeguarding guidance, the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years. Relevant whole-school policies apply alongside this EYFS policy.

Please see our school website, https://www.linton.northumberland.sch.uk/policies-3, for additional policy information related to the Early Years Foundation Stage covering:

- Anti-Bullying
- Admissions
- Equality
- Uniform
- Serial and Persistent Complaints
- Pupil Premium
- Personal, Social, Health Education and Relationships, Sex and Health.
- Safeguarding and Child Protection
- School Complaints
- Behaviour
- Charging and Remissions

Introduction – Linton Primary School's Ethos and Values

Our ethos:

Linton Primary School's intentionally inclusive ethos applies to the whole EYFS, including children aged two, nursery and Reception. Reasonable adjustments and individually planned support enables meaningful access to the curriculum, routines and the environment.

We have carefully created a school that is 'Intentionally Inclusive' and this is at the heart of all we do.

We believe that no matter what their stage of development, with the right provision, our children will make good progress. We strive to create a school system that fits our children's needs and not vice versa. We actively look for ways to adapt and change what we do in order to meet the needs of our children, and in the process have created bespoke learning pathways for each child.

Learning at Linton Primary School is engaging and exciting. Our primary focus is ensuring children are in school, emotionally regulated and ready to learn. Our aim for each day is to ensure every child is enabled to move forward their individual learning journey and fulfil their potential.

Our aims:

We -

- have high expectations and aspirations for everyone;
- are inclusive;
- encourage positive relationships for all;
- provide a safe, happy and secure environment;
- develop confident, caring and independent learners;
- prepare children for modern day life and their next stage of learning;
- are at the heart of the whole school community;
- promote the British Values.

We will deliver this through embedding the characteristics of effective learning and having a strong focus on the prime areas of learning, ensuring our children leave EYFS with the necessary basic skills needed to succeed further up the school. Through the EYFS themes we will achieve our vision as outlined below.

Unique child: We treat each individual as a person in his/her own right, and we value each individual for what they bring to our EYFS departments, be it their different levels of ability, their religion or different cultural backgrounds. We promote a healthy lifestyle and by meeting the physical and emotional needs of our children and their families, we create a clean and safe environment for them to thrive in.

At Linton Primary School, we work together to promote children's welfare and protection. It is our duty and responsibility to protect children from harm. We work effectively and share valuable information with all parties, including children, parents and other professionals to ensure the best support is implemented effectively.

Safeguarding and promoting the welfare of children is our highest priority at Linton Primary School. All staff, including permanent, temporary, agency and supply staff, alongside volunteers, trainees, governors, contractors, visitors and external professionals, are expected to comply with the school's relevant safeguarding policies, procedures and statutory requirements appropriate to their roles.

All safeguarding concerns must be reported promptly to the Designated Safeguarding Lead (DSL) or a deputy DSL, in accordance with the school's Child Protection and Safeguarding Policy. Where a child is at immediate risk of harm, appropriate emergency action must be taken without delay. Staff must not assume that another person will report a concern.

All school staff receive safeguarding and child protection training appropriate to their roles, including induction and regular updates, and are required to read and understand the relevant sections of Keeping Children Safe in Education (KCSIE) 2026, as determined by the school's safeguarding arrangements.

Staff are expected to recognise and respond appropriately to safeguarding concerns, including child-on-child abuse, allegations against adults and low-level concerns. All concerns must be recorded, shared and escalated in accordance with the school's safeguarding procedures, with due regard to confidentiality and information-sharing requirements.

We encourage the children to think creatively and imaginatively, and, we do this by having dynamic and flexible systems that supports personalized learning. We provide a balance of adult led and child-initiated learning that allows children to take calculated risks. This ensures children are confident, competent, creative, independent learners with excellent self-esteem.

Positive relationships – We recognize that parents are the child's first educators. We respect and value our parents and we aim to have an open, honest and supportive relationship with the families of our EYFS departments. We will actively pursue parental engagement within our settings to ensure every family is supported by the right professional at all times. The key person takes time to observe children, so that their individual interests and strengths may be recognized and developed appropriately. Children learn to be strong and independent because of the secure relationships they have with parents and/or a key person. The child's well-being is of paramount importance. The attachment between child, parent and key worker is of paramount importance to encourage every child to make safe choices whilst not being overprotective, by enabling children to learn to assess risks.

Enabling environments - We believe that children and adults flourish best in a welcoming and inclusive environment with challenging, exciting, motivating, and engaging learning opportunities. The language rich, purposeful, well organised and ever evolving indoor and outdoor environments are aimed at providing the children with a wide variety of early experiences, enabling them to achieve whilst enjoying themselves.

We are passionate about children learning outside, and believe the best classroom is housed by the sky, and the best learning is resourced from nature. We recognise the potential and facilitate learning in every possible situation that arises. Our learning experiences provide first hand, real life and local opportunities combined with limitless opportunities to learn through play, visits and discussion.

Our children work in a language rich environment where all children are encouraged to interact with others, to move about and explore a wide variety of learning situations. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important that our children experience success, have fun and enjoy themselves whilst learning.

Learning and development - We believe that children and adults flourish best in an environment where everyone knows what is expected of them, and where children are free to develop their play and learning without fear of being hurt or hindered by anyone else.
We strongly believe in the principle of learning through play and much of the day is dedicated to creative child-initiated learning experiences indoors and outdoors. Staff are highly trained to encourage and extend thinking and facilitate learning through interaction at every opportunity.

Planning is broken into an annual long-term plan, termly medium-term plans, weekly plans, and daily overviews for each group identifying any specific objectives for individual children, linked to carefully aligned assessment information and EHCPs. Planning is changeable and differentiated to meet the needs and interests of the children within our EYFS settings. Personalised learning plans are created on a regular basis for each child, showing the child's developmental needs, next steps in each area of learning with possible lines of enquiry plans for children, dependent on interests and developmental needs.

Staff complete a Learning Journal for each child, using photographic and observational evidence collected in the setting and from the home learning environment. Observations are included and focus on both child led and adult initiated activities where the child and parent's voice runs throughout the document.

Children are encouraged to take ownership of Early Learning Journals and floor books and choose items to be included in it, such a favourite drawing or photograph. Children are able to access their floor books freely and are encouraged to look at photos, make comments and discuss the contents with staff and parents. They can also contribute to their journal with work and photographs from home. Learning Journals will be shared with parents and carer at least once a term, more often upon request and is seen as a two-way exchange of sharing valuable information and communication.

Purpose and Aims

At Linton Primary School, we are working from the EYFS Statutory Framework for group and school-based providers:
EYFS statutory framework for group and school-based providers

The revised Early Years Foundation Stage Framework further acknowledges the principles of pedagogy and raising standards for 'quality provision'. It is a comprehensive framework which sets out the standards for development, learning and care of all children from birth to five.

Foundation Stage staff have a deep commitment to and understanding of play based, active learning. We know that planning rich, memorable contexts for learning that connects with children's interests, inspires children and promotes greater levels of involvement.
Having ownership of the learning process is also key in providing children with the motivation to use their independent learning skills, their creative, imaginative and investigative thinking.

The main aim of the Foundation Stage is to provide:

- **quality and consistency** so that every child makes good progress from their individual starting points and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between staff, parents/carers and multi-agencies;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Context and Legal Responsibilities

The school follows the statutory EYFS framework for group and school-based providers effective 1 September 2026. Linton Primary School will comply with the relevant assessment and reporting duties for the Reception Baseline Assessment and EYFS Profile. This includes required submission to the local authority by the published deadlines.

The statutory EYFS framework applies to the school's early years provision. EYFS Profile results are reported to the local authority in accordance with the applicable DfE assessment and reporting arrangements.

Moderation
The school participates in internal and external assessment moderation and quality assurance activities, including any required by the DfE or local authority. Staff support effective transition to Year 1.
Assessment and reporting will follow the DfE Reception Baseline Assessment and EYFS Profile assessment and reporting arrangements applicable to 2026/27. Internal moderation supports the accuracy of professional judgements and any statutory requirements.

https://www.gov.uk/government/publications/2021-reception-baseline-assessment-assessment-and-reporting-arrangements-ara

Inclusion

Staff implement the school's Inclusion Policy to promote equality of opportunity for children in our care, including support for those children with special education needs and disabilities. Staff within the early years, follow policy procedures and arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practice, which promotes and values diversity and difference. All staff, challenge inappropriate attitudes and practices and encourage children to value and respect others.

The SENCO and EYFS team identify needs early, follow the graduated approach (assess, plan, do, review), work with parents and relevant professionals, implement EHCP provision where applicable, and record reasonable adjustments. Developmentally appropriate alternative communication and sensory regulation strategies will be available.

Children develop in the context of relationships and the environment around them. This is unique to each family, and reflects individual communities and cultures.
Staff focus on each child's individual learning, development and care needs by:

- Removing or helping to overcome barriers for children where these already exist
- Being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary
- Acknowledging that child development proceeds at varying rates from child to child, as well as unevenly within different areas of children's functioning
- Considering and reflecting on the child's interests, learning styles and stage of development
- Stretching and challenging all children
- All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development.

The Early Years Philosophy

The concept of the four themes within the EYFS framework, ensures early years staff work in partnership with parents, carers and multi-agencies; to promote the learning and development of all children ensuring their 'readiness' for school.
The four EYFS principles underpin the school's practice. The current non-statutory Development Matters guidance supports professional understanding of children's development alongside the statutory framework.
Staff in the Early Years team draw on the current non-statutory Development Matters guidance to inform curriculum and assessment decisions alongside the statutory EYFS framework.

Staff use these principles as their guide to provide quality 'enabling learning environments', to support all children to achieve in all areas of learning. The four themes are:

The Unique Child - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships - Children learn to be strong and independent through positive relationships

Enabling Environments - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between staff and parents and carers.

Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Staff teach children by ensuring challenging, playful opportunities across the **Prime** and **Specific** areas of learning and development. **These areas foster the characteristics of effective early learning**

- **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

Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.

Within the four main themes, there are seven areas of learning which underpins learning and development and these shape the educational programmes within our early years setting. The seven areas offer opportunities for the child to **engage with other people and their environment, play, explore, actively learn, create and think critically, supporting the child to remain an effective and motivated learner.**

The areas of learning are split into two categories:

Prime areas

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

These areas are crucial for igniting children's curiosity and enthusiasm for learning, and for building the capacity to learn, form relationships and thrive. The Prime areas are fundamental, work together, and support the development in all other areas. These areas develop quickly in response to relationships and experiences.

Specific areas

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

The Prime areas are strengthened and applied through the Specific areas. The Specific areas include essential skills and knowledge for children to participate successfully in society. These areas grow out of the Prime areas and provide important contexts for learning.

Planning

Staff consider the individual needs, interest and stage of development of each child and then use this information to plan challenging and enjoyable experiences. These plans support and deepen learning and identify areas where the children are challenged and able to extend their learning and development. The children are taught through a wide range of topics and hooks into learning, enabling them to understand and make sense of the world around them. The long-term plan is

structured with elements of flexibility to enhance children's learning through their own interests and incidental learning opportunities which reflect on the child's own experiences and family culture.

Staff use the **three characteristics of effective learning**, to reflect on the different ways that children learn and reflect this in their planning and practice. No area of learning can be taught in isolation to the others, all areas are of equal importance. Medium term plans enable staff to plan objectives, which do not restrict the key person from incorporating the children's own interests.

The EYFS is delivered through a **balance of planned adult guided and child-initiated activities.** Staff observe, facilitate and value children's play and interests. Key workers use the information gained from purposeful play sessions, to plan adult guided activities to extend the children's skills and knowledge.

As the children grow older, and **as development allows**, it is expected that the balance will gradually shift towards more adult guided activities, to help children prepare for more formal learning, ready for year 1.

Staff use the seven areas of learning to plan educational programmes that involve activities and experiences for the children to:
Educational programmes reflect the current statutory EYFS learning and development requirements across all seven areas. Communication and language, reading, early mathematics, physical development and personal, social and emotional development is always supported through developmentally appropriate teaching and play.

- **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their gross and fine motor co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, to make healthy choices in relation to food and be aware of oral health care.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to develop knowledge of patterns.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Outdoor play
Children have daily access to the outdoor learning environments through planned adult guided and child-initiated sessions. Planning reflects children interests in both the indoor and outdoor learning environments. EYFS and Base staff work collaboratively when planning activities and experiences for all children. These experiences offer children the opportunity to practise and development physical skills and to engage in first hand experiences related to the awe and wonder of their natural world.

Outdoor learning and Forest School visits follow site-specific risk assessments. These are personalised our children's needs to include appropriate supervision, first-aid arrangements, safeguarding procedures, accessibility planning and the school's educational visits procedures. Risk management supports rather than unnecessarily prevents appropriate challenge.

Our vision also ensures opportunities are created for our children to regularly access and participate in our local environments and wider community experiences.
Children are encouraged to take ownership and foster a respect for their indoor and outdoor learning environments. At Linton Primary, children access Forest School on a weekly basis. They have the opportunity to go into the woods, outdoor classroom and adjacent park to take part in a range of outdoor activities that support all areas of learning.

Forest School is a key element of what we offer at Linton Primary. It operates full time and is led by a highly qualified Forest School Leader/Teaching Assistant who has extensive experience and training in supporting children with additional social, emotional and mental health needs.
Many of our children cannot manage to stay regulated and be ready to learn if inside the building for 5 full days each week so... we do not ask them to.
Depending on the needs of each individual child, their weekly timetable is adapted to be a mix of classroom-based learning and Forest School sessions. The Forest School sessions enable the child to develop their skills in emotional regulation, emotional literacy, resilience, and working with others. Equipping them with these skills then enables their success inside the school building.

A Secure Assessment Framework

Assessment plays an important part in helping parents, carers and staff to recognise children's progress, understand their needs and to plan appropriate activities and support. The tracking systems we have in place, allows our academies to maintain a record of ongoing assessment throughout our two-year olds, nursery and the reception year provisions.
Staff use a range of 'tracking assessment tools' to inform planning, measure progress and implement individualised support programmes, during the child's foundation stage years.
All school entry and exit data is analysed against the LA and the National EYFSP Entry and Exit Data.

Formative assessment is an integral part of the learning and development process.

Individual observations Staff observe children on a daily basis to become familiar with the child's learning styles, abilities and interests. Staff record assessment information in the child's individual learning journals (Tapestry) and using the Northumberland County Council 360 App to capture the planned and spontaneous moments. Staff take photos and record observations of pupil's engaged in child-initiated and adult-led activities and pupil's work.

Shared information from parents/carers and other professionals are collectively used to secure assessment judgements and help shape learning experiences for each child. Parents / carers are able to send observations, photographs and videos through the App and keep up to date with their child's learning and development.

Summative assessment processes enable staff to closely track and monitor children's individual progress within each area of learning and its related aspects.

Data analysis systems
The EYFS has seven areas of learning and 17 early learning goals. Cherry Garden, Tapestry and other tracking systems are school-selected tools that enable carefully aligned individual monitoring and subsequent support, as opposed to being a statutory requirement. Assessment information and images are processed under the UK GDPR, Data Protection Act 2018 and school information-governance procedures.

Staff input assessment information using Cherry Garden, Development Matters, Northumberland Passport for School Readiness and Tapestry.

These systems support staff to the track and analyse the progress and attainment for individual children, whole cohorts and vulnerable and disadvantaged groups of children, across the seven areas of learning. Staff update the children's Early Years assessment results every term, up until the end of the child's reception year, when the EYFS Profile is completed. Internal and external moderation systems ensure teacher judgements are validated and secured. Tapestry, Cherry Garden and School 360 assessments continue throughout a child's journey at Linton Primary, ensuring accurate tracking, the closure of gaps and a personalised learning experience.

Exit – Reception
The EYFS Profile is completed in the final term of Reception in accordance with the statutory DfE assessment and reporting arrangements and published deadline for the relevant academic year. Judgements draw on staff' knowledge and relevant information from parents, carers and other professionals.
The EYFS Profile is completed and reported within the deadlines set out in the DfE assessment and reporting arrangements applicable to the academic year. Outcomes are shared with parents/carers, Year 1 teachers and the local authority as required.

Reception teachers provide a copy of the EYFSP Profile report together with a short commentary on each child's skills and ability relating to the characteristics of effective learning. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

Final EYFSP results are agreed and shared with yr. 1 staff and also parents/carers, to ensure a smooth transition into KS1.

Additional Assessment Tracking Schemes.
Additional tracking systems allow staff to monitor an individual pupil's progress closely within certain prime and specific areas of learning. These additional tracking systems enable staff to identify those children who require support within a particular area of learning, or to help produce additional evidence if the child is requiring more specialised support from an outside agency.

Examples of additional assessment schemes we may use to track progress and attainment in specific areas of learning may also include:

- **The Boxall Profile** – A structured assessment tool used to identify, understand and monitor children's social, emotional and developmental needs. It supports practitioners in recognising potential barriers to learning, planning targeted nurture-based interventions and evaluating progress in emotional regulation, social interaction, relationships and readiness to learn.
- **Skills Builder Universal Framework** - Supports children in developing eight essential skills that help them become confident, independent learners and prepare them for everyday life, future education and employment.
- **Early literacy skills, communication and language -** The Launchpad for literacy skills framework. This is a developmental approach to tracking attainment in **pre-phonic, language and literacy skills**, to support children with low starting points to make accelerated progress and quickly close attainment gaps for vulnerable groups of children;
- **Physical development** - Launchpad for Literacy Pre -skills framework. Writing, fine and gross motor core skills tracker;
- **Phonics –** Launchpad for Literacy Pre-Skills Framework
- **Phonics/ Literacy –** Essential Letters and Sounds trackers and diagnostic tests are used to track progress and attainment.
- **Mathematics –**Maths Mastery/Launchpad approaches are used to track progress and attainment related to Concrete, Pictorial and Abstract approaches / maths mastery skills.

Review meetings

The EYFS and Base staff hold regular review meetings. This is to share information relating to early years' priorities and planning and provision for the needs of individual children in the setting.
Early years' settings will have an ongoing, individual staff CPD programme, in relation to the early years' priorities set from the school development plan.

Learning journals
Each child within the EYFS will be provided with a Learning Journal. Key persons are responsible for the upkeep of every journal for the children within their group.
Staff are required to follow the agreed non-negotiables for journals. We actively encourage parents to contribute to their child's journal and aim to share them on a regular basis.
We also keep continuous records of learning using Floor Books to document the class's journey.

Laying a Secure Foundation - Partnerships

It is crucial to their future success that children's earliest experiences help build a secure foundation for learning throughout their school years and beyond.

Staff are sensitive and respond to each child's emerging needs and interest, guiding their development through warm, positive interaction. Staff consider the needs and the development of each child and use this information to plan challenging and enjoyable experiences for all areas of development.
Play is essential for children's development, allowing the child to build their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play and by taking part in play which is guided by 'informed' adults.

The keys to achieving this are:

- Using formative assessment processes from all key people connected to the child's life;
- A flexible approach that responds quickly to children's learning and development needs;
- Coherence of learning and development across different settings, including the child's experiences at home.

The development of positive relationships fosters a sense of belonging, where sensitive adults are responsive to the child's needs, feelings and interests; and where recognition is given for effort, achievement and the development of independence skills.

Partnerships / Key person
Working in partnership underpins the successful delivery of the EYFS in a number of ways. The role of parents, early years staff and other professionals are different, but complimentary. Early years' staff are knowledgeable in general child development, professionals are skilled in supporting children in specific areas, and parents know their own child best.

Positive relationships between early years' staff and parents is vital for the identification of children's learning needs and to ensure a quick response to any area of particular difficulty. **Parents and families are central to a child's wellbeing and staff should support this important relationship by sharing information and offering support for extending learning in the home**. Successful relationships between parents and educators can have long-lasting and beneficial effects on children's learning and well-being. All children have a key person and parents are given the name of this key person when their child enters the setting.

When working in partnership with parents and professionals, schools:

- Acknowledges parents as a child's first and most enduring educators
- Assigns a key person to each child who should work to form a warm, trusting, respectful relationship with that child and their family
- Ensures continuity and coherence by sharing relevant information where the child attends more than one setting
- Works alongside parents to enhance learning and development
- Establishes an ongoing dialogue with parents, sharing information; taking account of parents' own observations of their child and support learning in the home;
- Works in partnership with multi agency professionals and ensure parents/carers are informed, and contribute equally in any decisions that may need to be made regarding their child's learning and development;
- Uses parent information to inform assessment judgements related to the EYFSP.

Key person roles and responsibilities:
Every child has an assigned key person who helps them settle, builds a secure relationship with the family, identifies individual care and learning needs, and supports effective information sharing. The key person works with the SENCO and DSL when appropriate. The key person is usually a child's class teacher, unless this is otherwise indicated to parents/carers. Their role is:

- Contributes to the school development plan
- Has an understanding of the key ways in which children learn and develop;
- Be responsible for tracking and recording the progress of their key children in the child's individual learning journal;

- To develop an in-depth knowledge of their key children and develop positive relationship with their key child and parent / carer.
- Keep up to date assessment records and intervention key information
- Contribute towards the information for parents, EHCP's, external reports
- Positively engage in monitoring and respond to feedback in order to support in providing the best provision for all children
- Actively seek own CPD and engage in team, schools, Alliance and Local Authority CPD programmes
- Actively respond to the Local Authority and individual school's policy and procedures.

The Role of the Foundation Stage Leader

The Leader should: Understand the implications of relevant legislation, statutory frameworks, including the E.Y.F.S, and policy for early years settings and apply in practice.

- Participate in school, peer and external reviews.
- Regularly review, monitor and evaluate provision and practice in the Foundation Stage against the EYFS Statutory / Linton policies and procedures, **in consultation with the Local Authority, Alliance Schools, the head teacher, governors and the whole staff;**
- Contribute to the SDP, prepare risk assessment, EYFS development and action plans, which includes short and long-term targets;
- Audit resources and identify needs within the provision, to ensure warm, safe and stimulating environments
- Be pro-active and acknowledges and share information regarding new developments within the EYFS with staff, parents and students;
- Ensure planning, assessment, and recording pupils work is in line with the EYFS statutory framework, the trust and school policies;
- Analyse and interpret EYFSP data against relevant national, local and previous school data, research and inspection evidence. Use the analysis to inform policies, practices, expectations, targets and teaching methods;
- Be responsible for in house moderation. Set up a moderation file and collect evidence with **all staff,** relating to the EYFSP. Moderation discussions should be scheduled into EYFS/ Review meeting

Safeguarding and welfare requirements
Staff follow the EYFS safeguarding and welfare requirements applicable from September 2026, including safer sleep where children sleep, consideration of DfE guidance on screen use, restrictions on banned dog types on EYFS premises, and applicable recruitment, suitability, safeguarding training and notification duties. The school's Safe Sleeping, Animals on Premises, Safer Recruitment and Safeguarding policies provide operational procedures.

F.S leaders to: Know the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of children and the implications for early years.

- Ensure all staff read the F.S policy and are clear about the values and principles of the setting
- Ensure all new staff receive induction training to help them have a clear understanding of their roles and responsibilities. This should include information about trust partnership working, evacuation, procedures, safeguarding, child protection, the school's equality policy and health and safety.

Induction must include safeguarding and whistleblowing procedures, DSL contacts, emergency arrangements, safe eating and allergy procedures, child supervision, SEND and intimate care where relevant. Recruitment and vetting checks must be completed before staff commence work in accordance with applicable requirements, including the September 2026 EYFS provisions.

- Ensure all staff are aware of SEND requirements, inclusion policies and procedures

Continuous Professional Development
F.S leaders need to take responsibility for improving practice through appropriate professional development for self and colleagues

- Organise up to date training opportunities to ensure continuous provisional development **for all staff**.
- Be responsible for monitoring, evaluating and setting staff performance management targets

Lead practice and foster a culture of continuous improvement

- Lead curriculum development. Model and implement effective practice, and support and mentor other staff;
- Ensure staff are aware of their role and responsibilities as a key person and support them in making judgements and in completing; assessment documents, in line with the EYFS policy and EYFSP statutory requirements;
- Organise EYFS meetings to discuss practise relating to all aspects of the EYFS. Planned activities, for shared outdoor environments, should also to be discussed during these sessions.
- Ensure review meetings happen at least once a week to discuss aspects of the children's learning and development and general issues relating to practise
- **Support staff who have attended CPD courses, to implement new aspects/ recommendations of practice into the setting, and to monitor and evaluate the impact on practice and children's learning and development.**

Wider professional responsibilities
F.S leader's need to take a lead in establishing and sustaining a culture of cooperative working between colleagues and wider professionals.

- Ensure every effort is made to contact professionals, previous settings/child minders, extended families etc. to retrieve information regarding the child's levels and child protection issues etc., especially during transition periods.
- Be proactive in developing parent partnerships, work in partnership with other professionals to break down existing barriers (e.g. feeder nurseries) and act as a positive role model for early years' staff, by leading as an example.
- Organise half term parent events, including workshops to support parent's knowledge of EYFS practice, particularly in the areas of communication, language and literacy and numeracy.

Environments - F.S leaders to:
EYFS leaders must ensure staff deployment and qualifications meet the relevant age-group ratios and qualification requirements; ensure children are adequately supervised, including while eating; and monitor food safety, allergies, choking prevention, safe sleep, medicines and accident/incident recording under the school's linked procedures.

- Set high expectations which inspire, motivate and challenge every child
- reflect on the effectiveness of provision by carrying out environment audits every term;
- Ensure the curriculum document is completed by each class teacher including the outdoor learning environment
- Ensure provision is differentiated to meet the needs of all children and provides opportunities to extend their learning and development
- Ensure classroom environments show evidence of all areas of learning relating to the four main themes/characteristics of effective learning;
- Ensure cleaning / tidying routines are set in place, for example weekly/termly rotas where staff are responsible for ensuring the up keep of indoor and outdoor areas.
- Organise and arrange visits, ensuring risk assessment procedures are within the school's Safeguarding and Visits policies. Organise visitors into the Foundation Stage who can offer the children a wide range of different learning experiences

Good practice

RE, Assemblies, PE

Staff ensure teaching seamlessly embeds the principles of the EYFS and the RE syllabus and promotes the children's social, moral, spiritual and cultural awareness; by ensuring these areas are threaded throughout planned, daily teaching and learning experiences. Evidence of RE will be evidenced in the children's journals and floor books.

Children in the Early Years and Base attend assemblies, as developmentally appropriate to their age and stage.
Themes are also delivered in smaller groups as part of classroom teaching and provision. Once children are more settled into school life and are more able to listen and attend for longer periods of time, children begin to attend assemblies in Key Stage One and Two.

PE sessions
Screen use, where included in the EYFS curriculum, should be purposeful, age-appropriate, supervised **and balanced with active play**, communication and face-to-face interaction. Staff must have regard to the DfE screen-use guidance for early years settings (September 2026). Staff at Linton Primary will only use screens to supplement classroom learning and enhance opportunities. Screen time will never be used as an alternative to Quality First Teaching delivered by teachers and support staff.

Early Years and Base children have daily access to outdoor provision and have their Physical Development needs met in a variety of ways in outdoor play. Children also have daily access to the hall to complete sensory circuits and complete additional physical development activities as deemed appropriate by class teachers, as part of the planned curriculum and provision.