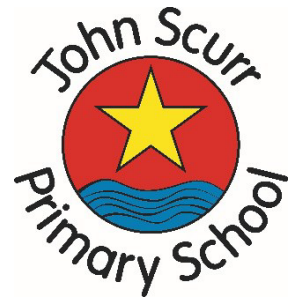


John Scurr Primary School
Cephas Street
London E1 4AX
Tel: 0207 790 3647

Email: admin@johnscurr.towerhamlets.sch.uk
www.johnscurrprimary.weebly.com

Headteacher: Maria Lewington



Early Years Foundation Stage (EYFS) Policy

John Scurr Primary School
Statutory Framework, Safeguarding and Welfare

Approved by:	Keeley Alborough
Last reviewed on:	July 2026
Next review due by:	July 2027
Ratified by:	

1. Aims

- Ensure all children access a broad, balanced curriculum that establishes a secure foundation for learning, development, and progress.
- Maintain quality and consistency in teaching to ensure every child makes strong progress and inequalities are minimised.
- Foster a robust, transparent partnership between staff, parents, and carers.
- Provide equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported.

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), effective from 1 September 2025. This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

The EYFS provision at John Scurr Primary School is structured to deliver age-appropriate support across three key developmental tiers:

- **Two-Year-Old Provision:** Focuses intensively on the three Prime areas of learning, establishing core sensory, physical, communication, and emotional foundations within a secure, high-ratio environment.
- **Nursery Provision (Ages 3-4):** Expands on foundational communication, introduces explicit structural vocabulary frameworks, structured group work, and early text connections while advancing emotional self-regulation.
- **Reception Provision (Ages 4-5):** Builds upon children's earlier learning across all seven areas of learning, preparing them for the Early Learning Goals and a successful transition to Key Stage 1.

4. Curriculum

Our early years setting follows the curriculum outlined in the latest EYFS statutory framework. Because almost all children at John Scurr speak English as an additional language (EAL) and often enter with limited English vocabulary, language acquisition and systematic vocabulary development underpin every area of learning.

4.1 Areas of Learning

The curriculum encompasses 7 interconnected areas of learning and development.

The 3 prime areas are critical for capacity to learn and form relationships:

- Communication and language
- Physical development
- Personal, social, and emotional development

We support children in 4 specific areas to strengthen the prime domains and ignite curiosity:

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

4.2 Planning & Teaching

- Our curriculum utilises the evidence-informed CUSP Early Foundations framework, sequentially mapped to build knowledge, technical capability, and explicit vocabulary.
- Practitioners first identify Foundational Knowledge, then match corresponding Structured Storytime units to embed learning via spaced retrieval.
- Staff ensure children experience the three characteristics of effective learning: playing and exploring, active

learning, and creating/thinking critically.

- We balance explicit instructional teaching with responsive play interactions using the EEF ShREC approach (Share attention, Respond, Expand, Conversation).
- As development allows, the balance shifts gradually toward explicit skill and knowledge instruction to prepare children for Key Stage 1.

The implementation of the Early Years curriculum is set out in detail within the John Scurr Primary School Teaching and Learning Policy.

5. Assessment

Ongoing formative assessment is integral to learning. Observations are interaction-driven and designed to shape future provision rather than create administrative burdens. Staff integrate parent-shared insights and actively address learning needs in partnership with families and external professionals. InSight is used to track the children against key milestone objectives.

5.1 Real-Time Formative Frameworks

- **The EYFS Language of Learning Toolkit (Bedford & Westrop):** Used to assess, guide, and extend children's cognitive processing and vocabulary in the moment of learning.
- **WellComm Assessment Framework:** WellComm is used to identify children's speech, language and communication needs and inform targeted support where appropriate.
- **Cohort Floor Books:** Document and monitor continuous vocabulary progression, text connections, and collective pupil responses throughout the academic year.

5.2 Statutory and Summative Milestones

- **Progress Check at Age 2:** A statutory written summary provided to parents covering development in the 3 prime areas, identifying successes and detailing precise strategy adjustments for any areas of developmental concern.
- **Reception Baseline Assessment (RBA):** Administered within the first 6 weeks of a child starting Reception to baseline early mathematics, literacy, and communication.
- **EYFS Profile (EYFSP):** Completed in the final term of the Reception year (before 30 June) assessing against the 17 ELGs. Results indicate whether a child is 'meeting' or 'emerging'. Profile findings are shared with parents and the Year 1 teacher to inform transition planning. Data is submitted to the local authority upon request.

6. Home-School Partnership

We recognise that children thrive when there is a strong partnership between staff and families. We maintain active, bidirectional channels to ensure continuity of care and development:

- **Daily Threshold Micro-interactions:** Informal check-ins during morning drop-offs and afternoon collection.
- **Digital Integration:** Utilising the Tapestry Online Learning Journal to log milestones, share professional observations, and exchange real-time updates.
- **School communications:** Routine administrative and school updates via School Ping, newsletters, and the school website.
- **Family Engagement:** Initial admissions interviews, specialised Summer 'Garden Visits' to ease transition, parental educational workshops, and weekly live 'Stay and Learn' session invitations.
- **Key Person Assignment:** Every child is assigned a key person to ensure care and learning are precisely tailored. The key person supports home-learning strategies and links families with specialist support or the SENCO when required.
- **Emergency Contact Numbers:** Parents must provide a minimum of two emergency contact numbers.

7. Staff

7.1 Training

All staff receive safeguarding training at induction and regular updates in line with Keeping Children Safe in

Education and local safeguarding requirements. The Designated Safeguarding Lead (DSL) delivers continuous advice and support.

7.2 Safer Recruitment

Recruitment strictly adheres to standard EYFS safety protocols. The school verified and records all staff qualifications, identity, criminal vetting checks, and professional references on our secure server before any practitioner, volunteer, or student placement commences.

7.3 Whistleblowing and Allegations

- Staff are fully aware of whistleblowing routes to report poor or unsafe practice.
- Misconduct allegations regarding staff must be directed to the Headteacher.
- If an allegation involves the Headteacher, it must be reported directly to the Chair of the Governing Board.
- Verified malicious or deliberately invented allegations will result in disciplinary action.

8. Safeguarding and Welfare Procedures

We provide a safe, secure, and stimulating environment. All practitioners are trained to maintain absolute alertness regarding safeguarding indicators or shifts in a child's home life.

8.1 Staffing Ratios

Children are supervised at all times. Statutory practitioner-to-child ratios are strictly maintained or exceeded:

- **Children aged 2:** Minimum 1 staff member per 5 children.
- **Nursery Classes (Ages 3+ with QTS/EYTS specialist present):** Minimum 1 staff member per 13 children. At least one other educator must hold a full Level 3 qualification.
- **Reception Classes:** Regulated under infant class size legislation, maintaining at least 1 qualified teacher per 30 pupils.

8.2 Paediatric First Aid (PFA)

At least 1 staff member with a current Paediatric First Aid certificate is present on the school premises and during external outings at all times when children are present. PFA certifications are fully renewed every 3 years. First aid kits remain accessible; all accidents, injuries, and treatments are recorded, and parents are notified on the same day.

8.3 Responding to Safeguarding Concerns

If safety or welfare concerns arise, staff notify the Local Authority Children's Social Care team immediately. The school will notify Ofsted of significant events as required by the EYFS Statutory Framework.

8.4 Safer Eating and Allergy Management

Children are kept within sight and hearing of staff at all times while eating. Before enrollment, complete medical data regarding dietary restrictions, preferences, food allergies, and intolerances is secured. This information is distributed to all staff involved in food handling and preparation. Food is prepared following strict DfE nutrition guidelines to eliminate choking hazards. Choking interventions are recorded and reviewed regularly.

8.5 Oral Health Promotion

Good oral hygiene is promoted actively within the early years setting through regular, structured age-appropriate discussions regarding the structural impact of excessive sugar consumption and the importance of thorough tooth brushing.

8.6 Intimate Care and Privacy

The school maintains adequate, hygienic nappy-changing facilities and separate adult/child toilets. During nappy changes and toileting routines, staff strictly balance the child's right to absolute privacy with their safeguarding and support needs, managed under our standalone Intimate Care protocols.

9. Monitoring Arrangements

This policy is reviewed annually by the EYFS Leader and Headteacher to ensure statutory compliance. Approved updates are systematically shared with the Governing Board. The EYFS Leader monitors policy and curriculum effectiveness through regular learning walks, environment audits, Floor Book evaluations, Tapestry tracking reviews, and practitioner feedback. The EYFS lead also completes the CUSP monitoring Matrix for the Early Years.

The EYFS Leader evaluates the quality of provision through learning walks, environment audits, assessment information, practitioner discussions and curriculum monitoring. Findings inform professional development, curriculum refinement and the School Improvement Plan to ensure children receive a consistently high-quality early education.

10. Appendix 1: Cross-Referenced Statutory Policies

To ensure specialised operational execution, this document must be cross-referenced with our standalone early years and whole-school policies:

Document Title	Core Operational Focus & Scope	Governance / Location
Intimate Care Policy	Governs the sensitive, respectful, and dignified management of basic personal hygiene, dressing, and toilet training requirements.	School Office / Secure Server
Health and Safety Policy	Details site security, risk assessments, indoor/outdoor environmental safety checks, and emergency evacuation procedures.	Main Policy Board / Web Portal
Allergy Information Document	Contains precise medical manifests, individual care plans, dietary restriction logs, and immediate response strategies.	EYFS Kitchen & Staff Room
Teaching & Learning Policy	Explicates pedagogical delivery, early literacy structures, daily maths sessions, and characteristics of effective learning.	Curriculum Leader Files
Child Protection & Safeguarding	Details safer recruitment, visitor identity checks, whistleblowing channels, and child protection procedures.	Main Office / School Website