



Marwood Church of England VC Infant School

Document Status	
Date of Next Review : November 2028	Responsibility : Governing Body
Date of Policy Creation / Review : November 2025	
Date of Policy Adoption by Governing Body : October 2025 V Bradley Signed Chairman of Governing Body	

Here at Marwood Church of England School, our School Vision underpins and permeates through all we do.

'Love your neighbour as yourself' Matthew 22v39

Effective from 1 September 2025

1. Policy Statement

At Marwood CE Infant School we are committed to providing high-quality early years education and care in line with the statutory requirements of the Early Years Foundation Stage (EYFS) September 2025 and the EYFS Nutrition Guidance (May 2025). We aim to ensure that every child receives the best possible start in life and support to fulfil their potential.

Department for Education's statutory guidance publications:

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)
[Early Years Foundation Stage nutrition guidance](#)

2. Intent

At Marwood CE Infant School we intend for our curriculum to educate all children in the knowledge, skills, and understanding necessary to become effective, inquisitive, curious, independent learners, thereby influencing their broader thinking across all areas of the curriculum.

We focus on the Prime and Specific areas of the new EYFS framework 2025, building a sense of team and community where children can learn to self-regulate in a safe, supportive, and caring environment. Our curriculum reflects the cultural capital and interests of the children, allowing them to explore and learn through play-based activities in a language-enriched environment.

We provide an inclusive and diverse place to learn, enabling deeper-level thinking and learning opportunities for all children. Our core value is Respect, which forms part of our school rules. We also have termly values: Community, Ambition, Responsibility, Resilience, Kindness, and Independence.

3.Implementation

At Marwood CE Infant School we encourage children to demonstrate their attitudes and behaviours in learning through the Characteristics of Effective Learning.

Our curriculum is designed to recognise their prior learning by providing first-hand learning experiences and allowing them to develop interpersonal skills, build resilience, and become creative, critical thinkers, enabling them to challenge themselves.

We ensure that the content of the curriculum is taught in a logical progression, allowing children to build on prior learning.

We understand that to maintain high standards of quality first teaching, we must invest in our staff by providing high-quality CPD to meet the current needs of both staff and children. Teachers in EYFS create an environment tailored to the needs and skill levels of all our children, utilising their own teacher assessments and gap analyses to inform their planning and the quality of provision.

We recognise that reading is key to all other learning and ensure that quality phonic sessions are taught daily, using the whole school approach of applying systemic phonics, with children's reading books matching their phonic ability. We also prioritise reading aloud to children, sharing stories and rhymes.

We encourage parents to read with their child and recognise the importance of daily reading to promote enjoyment and a love of reading. Furthermore, we understand that children need a vast range of vocabulary to succeed in life, which is taught explicitly through pre-teaching sessions and speech and language interventions, including NELI.

At this stage in a child's life, learning through play is vital. We use the environment to ensure their needs are met through continuous provision, enhanced provision, and by following their interests.

Staff teach objectives through whole-class teaching, small group teaching, and by observing children's play to move their learning forward. Staff engage and interact with the children, creating opportunities for new language and vocabulary to be modelled. Formative assessments take place within every session, assisting teachers in identifying children who may need more support to achieve objectives, as well as those who need further challenges.

4.Impact

The EYFS curriculum ensures that the needs of individual children, including those with SEND and disadvantaged children, as well as small groups, can be met within a high-quality teaching environment supported by targeted interventions when appropriate. In this way, it can have a profoundly positive impact on pupil outcomes and prepare them for the next phase of their education. We teach our children to believe in themselves, belong to the school and wider community, and aspire to become anything they wish.

At Marwood CE Infant School we value the importance of developing the children's knowledge alongside their skills. As a result, our pupils achieve well, attaining excellent results that prepare them for future schooling. We measure the impact of this achievement in various ways.

5. Assessment

Formative assessment within each session ensures teachers identify children who may require additional support and those who need more challenging tasks through carefully structured interactions and changes in provision. Summative assessments of children's learning are conducted throughout the year.

Statutory assessments are:

- At the start of Reception with the statutory baseline assessment.
- At the end of Reception, the EYFS Profile is completed and reported to parents.

6. Transition

Transition is the process young children go through as they move from one early years setting to another—for example, from nursery or preschool into Reception, or from Reception into Year 1. It marks a significant milestone in a child's life and involves changes in environment, routines, expectations, and relationships.

Key Aspects of Our Transition Approach:

I. Emotional and Social Adjustment

- Children need to feel safe, secure, and confident in their new setting.
- Building positive relationships with new adults and peers is essential.
- Separation from familiar caregivers can be challenging and requires sensitive support.

II. Practical Preparation

- Children are supported in learning new routines such as lining up, using the toilet independently, and managing their lunchboxes or bags.
- They are gradually introduced to the structure and rhythm of the school day.

III. Cognitive Readiness

- We nurture early literacy and numeracy skills to build a strong foundation for learning.
- Curiosity, problem-solving, and a love of learning are actively encouraged.

IV. Parental Involvement

- Parents and carers play a vital role in preparing children both emotionally and practically.
- We engage families through visits, stay-and-play sessions, and information evenings to foster strong home-school partnerships.

V. Professional Collaboration

- Early years practitioners work closely with staff to share key information that supports a smooth transition.
- Transition documents are used to pass on important developmental insights about each child.

7. Safeguarding and Welfare

Section 3 of the Statutory EYFS sets out the framework for the safeguarding and welfare requirements we must meet. At Marwood CE Infant School we take all necessary steps to keep children safe and well. The requirements in section 3 explain what we must do to:

- Safeguard children.
- Ensure the people who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records policies and procedures.

In addition to this Early Years Foundation Stage policy, the following policies are also of particular importance and should be read in conjunction with this policy:

- Safeguarding and Child Protection Policy
- Online safety policy
- SEND policy and SEND Local Offer
- Behaviour Policy
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions
- Data Protection Policy

- Equalities and Diversity Policy

Specific changes to section 3 in the EYFS for September 2025 are outlined in Appendix 1.

8. Safer Eating

To ensure the safety of the children whilst eating we will:

- Obtain special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements.
- Ensure there is a nominated person who is responsible for checking that the food being provided meets all the requirements for each child.
- Always ensure children are within sight and hearing of a member of staff whilst eating.
- Where possible, ensure staff sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.
- Prepare food in a way to prevent choking.
- Ensure that whilst children are eating there is always a member of staff in the room with a valid paediatric first aid certificate.
- Ensure all staff involved in preparing and handling food have received training in food hygiene.

If a child experiences a choking incident that requires intervention, we will record details of where and how the child choked and ensure parents and/or carers are made aware.

9. Nutrition Guidance

We will have regard to the EYFS Nutrition Guidance which will support us to understand how to implement the existing EYFS requirement that states: 'Where children are provided with meals, snacks and drinks, these must be healthy, balanced and nutritious.'

We will support children to:

- Get the right amount of nutrients and energy they need while they are growing rapidly, which is especially important for children who might not have access to healthy food at home. This can help prevent children from becoming overweight or obese.
- Develop positive eating habits early on. Children's early experiences with food can shape future eating habits. This can impact children's long-term health including maintaining a healthy weight, and good oral health.

The document explains:

- Guidance for children aged 1-5 years.
- Menu planning.
- Communicating with parents and or carers.
- Food brought in from home.
- Food safety and hygiene.
- Cost-effective healthy food.
- Meeting the needs of all children.
- Food for religious faiths and beliefs.
- Children with additional support needs and other special diets.

The early years are a crucial time to reduce health inequalities and set the foundations for a lifetime of good health. See Appendix 2 for more details of how we will follow the guidance.

[Early Years Foundation Stage nutrition guidance](#)

10. Inclusion and Equal Opportunities

We are committed to inclusive practice and ensure all children, regardless of background or ability, have equal access to learning opportunities.

11. Working in Partnership

We value strong relationships with parents and carers and involve them in their child's learning journey through regular communication, meetings, and shared observations.

12. Monitoring and Review

This policy will be reviewed annually or in response to changes in legislation or guidance.

Appendix 1

Changes to the EYFS safeguarding requirements from September 2025.

1. Safer Recruitment:

- New expectations for providers to obtain and provide references during the recruitment process.
- Safeguarding policies must include procedures to ensure only suitable individuals are recruited.

2. Child Absence Monitoring:

- Requirements for providers to follow up on prolonged periods of child absence.
- Additional emergency contact details must be held by providers.

3. Safeguarding Training:

- Creation of a safeguarding training criteria annex within the framework.
- Safeguarding policies must detail how training is delivered and how practitioners are supported to implement it.
- Emphasis on effective safeguarding training for all staff, including early years students and trainees.

4. Paediatric First Aid (PFA):

- Early years students and trainees will need PFA training to be included in staffing ratios at the appropriate level.
- Staff with experience-based routes to qualification will also need valid PFA qualifications to be included in ratios.

5. Safer Eating:

- New regulations regarding food and drink within the 'Food and Drink' section of the framework.
- Settings must gather information about special dietary requirements, allergies, and health needs before a child's entry.
- A PFA trained staff member must be present during all mealtimes.

6. Toileting and Privacy:

- Changes to ensure children's privacy is considered and balanced with safeguarding during toileting and nappy changing.

8. Other Changes:

- Minor changes to the wording and structure of safeguarding requirements to improve clarity.

9. Implementation:

- Settings have until September 1, 2025, to implement the changes outlined in the updated EYFS framework.

Appendix 2 Early Years Foundation Stage nutrition guidance - Guidance for group and school-based providers and childminders in England. Key takeaways that we will follow in the school/setting:

Guidance for children aged 1 to 5 years - key takeaways:

- make sure children eat a balanced diet covering the 4 main food groups.
- avoid foods and drinks high in salt, sugar and saturated fat.
- only provide milk and water in school.
- provide a variety of fruit and vegetables for children to access different vitamins and nutrients.

Menu planning - key takeaways:

- menus for children will be planned carefully, considering the nutritional value and include a variety of foods.
- when creating menus, we will include substitutions for children with special dietary requirements.

Communicating with parents and or carers – key takeaways

We will work alongside parents and/or carers to ensure children are provided with healthy

Children with additional support needs and other special diets- key takeaways

We recognise that children may have specific dietary needs because of physical or developmental issues, which may affect their ability to eat independently, for example difficulty with swallowing.

It is important that we understand:

- each child's special dietary requirements including which foods or ingredients need to be avoided, and which should be included.
- food modification for children.
- how to balance safety and inclusion for each child.
- our responsibility in reducing risk, for example:
 - preparing and serving meals and snacks, making sure each child receives the correct food.
 - avoiding art/craft or other activities involving foods that a child is allergic to, for example, play dough or pasta (wheat/gluten), birdseed or music shakers (nuts or pulses).
 - supervising children appropriately at mealtimes to avoid food sharing and cross contact.
 - informing all parents and/or carers of the potential risk of foods brought from home for other children.
- children with food allergies and encourage them to ask about what is in the food that is offered to them.
- warning signs or symptoms to look out for in the case of food allergies or intolerances.
- which children have allergy action plans in place, how to access these and follow the procedures described within them, including action to take in case of an emergency and correct administration of prescribed medication.

provided, meets children's food preferences and dietary needs according to their religious faiths or beliefs.

- Where possible, we will attempt to incorporate traditional foods from different cultures in our menus to help children feel connected to their cultural heritage.

Food safety and hygiene – key takeaways

- We will check that all foods brought from home are checked for potential allergens so that the risk of cross contamination is reduced.
- We will check food provided has been prepared in the correct way to prevent choking, following The Food Standards Agency guidance on how to prepare food safely to avoid choking. [Food-safety-advice-on-choking-hazards-in-settings](#)
- Although families may like to celebrate their child's birthday and other special events by bringing in a cake or sweets to the setting to share, we ask them not to as this can mean that some children are eating these unhealthy foods several times a week.

Meeting the needs of all children - key takeaways:

- make sure all staff are aware of each child's allergies.
- clearly label foods with their ingredients. store foods and items containing allergens separately from other foods.
- avoid cross-contamination by:
 - washing hands
 - using colour-coded equipment and utensils, or practices such as labelling a child's cup with their name if they have a milk allergy
 - having separate preparation areas for foods that are allergens
 - having rules about visitors bringing food into your setting
- if a food intolerance is suspected, work with parents and/or carers to keep a diary of foods eaten and any symptoms experienced.

Cost-effective healthy food Advice for parents/carers - key takeaways:

- having a clear meal plan and cooking from scratch using affordable ingredients can save time, reduce costs, and ensure healthier meals by avoiding prepackaged options that may contain added sugars or preservatives.
- opting for value brands, especially for staples like pasta, rice, and tinned tomatoes, can lower costs without compromising nutritional value • seasonal produce and frozen or tinned fruits and vegetables can also be more affordable and nutritious alternatives to fresh items.
- involving children in cooking activities fosters positive food relationships and can be both educational and fun.