'Through God's Love We Learn and Flourish Together'

Corinthians 16:14

Compassion, Courage, Perseverance, Respect, Thankfulness, Trust

EARLY YEARS FOUNDATION STAGE POLICY

Ratified By:	**Local Academy Committee**	In consultation with:	**Senior Leadership Team**
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1. Aims

This policy aims to ensure:

- That children learn and develop well and are kept healthy and safe
- That children access a broad and balanced curriculum that gives them school readiness and a secure foundation for learning, development and good progress through school and life '
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- This policy is guided by the following principles:
- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between staff and parents and/ or carers
- The importance of learning and development, with a consideration that children develop and learn at different rates

2. Guidance

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) effective from 1 September 2026, and the latest version of the Department for Education's statutory guidance. Keeping children safe in education 2026: September 2026 .

3. Structure of the EYFS

Aylburton Church of England Primary and English Bicknor Church of England Primary have Reception children in mixed year class. There is no pre-school or nursery provision.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that we must teach and are equally important and inter-connected. Three areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language

- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to ensure a strong foundation for children's development in the 3 prine areas.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience. If a member of staff is worried about a child's progress in any prime area, they will discuss this with the child's parent and/ or carers and agree how to support the child.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

4.2 Teaching

Learning opportunities are delivered through planned, purposeful play, and through a mix of adult led, adult directed and child led activities. Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically. Staff respond to each child's emerging needs and interests, guiding their development through skilled and positive interactions.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

5. Assessment

At Aylburton and English Bicknor Church of England Primary Schools, ongoing assessment is an integral part to identify their progress, development and interests and to shape future planning. Staff make observational assessments to identify where a child is on their developmental continuum (supported by Development Matters) and this informs possible next steps to take in order to consolidate and accelerate their learning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and

development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

When assessing whether an individual child is at the expected level of development, staff will draw on their knowledge of the child and their own expert judgement. Staff are not required to prove this through collection of any physical evidence.

Within the first 6 weeks that a child **starts reception**, the teacher will administer the Reception Baseline Assessment (RBA). The RBA is a short, practical activity that each child will complete with their teacher during their first 6 weeks in reception. It looks at early mathematics, literacy, communication and language. It provides a starting point from which the school can measure how much progress pupils make across primary school. Results are compared with pupils' Key Stage 2 outcomes at the end of year 6 to give an overall progress measure for the school as a whole – not for individual children. The RBA is not used to make judgements about early years provision, either current or retrospective, and the RBA and its data is not data is not used for any other purpose apart from creating primary progress measures.

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

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

We share the EYFS profile the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1. The school shares the results of each child's EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

An EFYS profile will be completed for all children, including those with special educational needs or disabilities (SEND). We will make the appropriate reasonable adjustments to the assessment process for children with SEND.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

6. Working with Parents and Carers

We recognise that children learn and develop well when there's a strong relationship between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile and parents evening helps to provide parents and/or carers with a well-rounded picture of child's knowledge, understanding and abilities.

Staff will make sure that each child's learning and care is tailored to meet their needs. Staff will support parents and/or carers in guiding their child's development at home. The staff also help families to engage with more specialist support, if appropriate.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

7. Staff

7.1 Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy.
- Our designated safeguarding lead (DSL) will:
- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

7.2 Safer Recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance and KCSIE on checking the suitability of new recruits, including:

- Obtaining at least 1 written reference for any member of staff (including students and volunteers) before they are recruited
- Carrying out the necessary checks, including the appropriate level of DBS check
- Recording information about staff qualifications and identity checks, vetting processes and references

See the Trust Safer Recruitment policy and safeguarding policy for details of our safer recruitment procedures. www.sfat.uk/policies

7.3 Whistleblowing

We make sure that all staff (including trainees) are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to chair of governors.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing. www.sfat.uk/policies

7.3.1 Malicious or Vexatious Allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

8. Safeguarding and Welfare Procedures

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

All staff are alert to any issues of concern in children's lives at home or elsewhere.

We make sure that the appropriate statutory staff, child ratios are maintained to meet the needs of all children and ensure their safety:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

See our Child Protection and Safeguarding Policy for more information.

8.1 Reporting Allegations or Concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If a concern or allegation is about:

- A member of staff (including supply staff, trainee teachers, volunteers and contractors) posing a risk of harm to children, we will report it to the headteacher as soon as possible
- The headteacher, we will report it to the Chief Executive Officer

Where we believe there's a conflict of interest in reporting to the headteacher, we will report it directly to the local authority designated officer (LADO).

We will then follow the procedures set out in our child protection and safeguarding policy for managing the allegation.

If an allegation of harm or abuse by anyone living, working or looking after children at the premises is made (whether the alleged harm or abuse happened on the premises or elsewhere), we will inform Ofsted as soon as it is reasonably practicable and within 14 days of the allegation being made. We will also inform Ofsted about the action we have taken in response to the allegation(s).

8.2 Paediatric First Aid

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required. The PFA certificate is for a full course consistent with the criteria set out in Annex A of the EYFS framework

8.3 The Designated Safeguarding Lead (DSL)

We have a DSL and a number of DDSL who have lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

8.4 Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

We will consider patterns and trends in a child's absence and their personal circumstances and use our professional judgement when deciding if the child's absence should be considered as prolonged.

Any concerns will be referred to local children's social care services and/or a police welfare check requested.

We follow all procedures set out in the Attendance policy;

Policies | English Bicknor C of E primary School

www.aylburtoncofe.co.uk/policies

8.5 Oral Health

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

8.6 Safer Eating

While children are eating, there will always be at least 1 member of staff in the room with a valid PFS certificate. All children will be within sights and hearing of a member of staff while eating, and seated safely on a chair or bench and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
- We will also keep this information up to date and share it with all staff
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

8.7 Accident or Injury

We keep a first aid box (which contains appropriate items for children) always accessible. We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

8.8 Safety of Premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises. We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

We take reasonable steps to ensure the safety of children, staff, and others on our premises in the case of fire or any other emergency. We have:

- An emergency evacuation procedure
- Appropriate fire detection and control equipment which is in working order

- Clearly identifiable fore exits and fire doors free of obstruction and easily opened from the inside

We do not allow any smoking in or on our premises, including vape and e-cigarettes.

8.9 Toileting and Privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- An adequate supply of necessary items such as spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

The rest of our safeguarding and welfare procedures are outlined in the Child Protection & Safeguarding policy; Policies | Aylburton Church of England Primary School & Policies | English Bicknor C of E Primary School

8.10 Screen Use

We have regard to the DFE's help for early years providers; screen use guidance when making decisions about how and when children use screens in our setting.

8.11 Confidentiality & Safeguarding

We make sure that:

- There is an area where staff may talk to parents and/or carers confidentially
- There is an area for staff to take breaks away from areas being used by children
- Children are only released into the care of individuals of whom the parent and/or carer has explicitly notified us
- Children do not leave our premises unsupervised

We take all reasonable steps to prevent unauthorised persons entering out premised and have an agreed procedure for checking the identity of visitors.

9. Monitoring arrangements

This policy will be reviewed 2 of years. At every review, the policy will be shared with the Local Academy Committee.

This policy is available on the school's websites:

www.aylburtoncofe.co.uk/policies Policies | English Bicknor C of E Primary School

Paper copies are available on request from the School Office, appendices overleaf

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy