Five Spires Academy

Early Years Policy

Date- September 2025

Review- September 2026

Review Framework:
The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

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Statement of intent

At Five Spires Academy, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress, and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Early years foundation stage profile: 2022 handbook'
- DfE (2021) 'Development Matters'
- DfE (2021) 'Keeping children safe in education 2025'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy operates in conjunction with the following school policies:

- Early Years Transition Policy
- Safeguarding & Child Protection Policy
- Whistleblowing Policy
- Complaints Procedures Policy
- Pupil Equality, Diversity and Inclusion Policy
- Mobile Phone, Devices & Smart Watches Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Digital & Online Safety Policy
- Pupils with Medical Conditions & Administration of Medicine Policy
- Allergen & Anaphylaxis Awareness Policy
- Health and Safety Policy
- Fire Safety Policy
- Intimate Care Policy
- Safer Recruitment Policy
- Information & Records Retention Policy

The governing board is responsible for:

- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Safeguarding and Child Protection Policy.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Whistleblowing Policy.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Safeguarding & Child Protection Policy
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
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The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

3. Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four overarching principles shape our practice:

- 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 the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Assigns each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs.
- Provides a safe and secure learning environment.

4. Learning and development

In partnership with parents, the school promotes the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language:
  - Listening, attention and understanding
  - Speaking
- Physical development:
  - Gross motor skills
  - Fine motor skills
- Personal, social and emotional development:
  - Self-regulation
  - Managing self
  - Building relationships

The 'specific' areas of learning and development are:

- Literacy:
  - Comprehension
  - Word reading
  - Writing
- Mathematics:

    - Numbers
    - Numerical patterns
- Understanding the world:
    - Past and present
    - People, culture and communities
    - The natural world
- Expressive arts and design:
    - Creating with materials
    - Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

Intent – Why do we teach what we teach?

At Five Spires Academy we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond.

Our aim in the EYFS is to build strong foundations rooted in academic success as well as physical, social, and emotional development so that ultimately our children can be successful, go on to be active citizens of society and happy, curious life-long learners.

Our curriculum is therefore the cultural capital we know our children need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

Many of our children join us working within the national expectations for their age and a proportion come from disadvantaged backgrounds. We teach children how to listen, speak and meet the high expectations for behaviour by working together and being kind. As such, we prioritise personal, social and emotional development, physical development and communication and language in the Nursery curriculum. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. As the children move into Reception, we invest time and energy into helping children set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas.

We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and regular sessions taught outdoors. Our investment in specialist teachers for music and PE mean that children continually receive high quality teaching.

Our curriculum is underpinned by the Five Spires school values – 'Everyone Inspire, Everyone Aspire' and the work we do around the five 'Rs': Relationships, Responsibility, Risk-Taking, Resilience & Remarkable.

Implementation – How we teach what we teach?

Children learn through a balance of child-initiated and adult-directed activities**.** The timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics everyday with regular circle time sessions to focus on PSED. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time means the teacher can systematically check for understanding, identify, and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The adults observe the children carefully, join them, when appropriate, and engage in quality interactions (teaching) to move the learning on, they "teach" through modelling, suggesting, providing vocabulary or resources, explaining or encouraging.

The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.

Intellectual preparation and co-planning is led by the EYFS lead every week. During these sessions the teachers reflect on three questions: "What do our focus individuals need to learn or are curious about? What embedded learning have we observed in this area? What can be changed to exploit the learning and interests of the children/individuals in this area?" In this way, we ensure that the children have agency over their environment and that the provision leads to depth of learning across the curriculum.

Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Read, Write Inc program faithfully so that they meet good outcomes for reading with a high percentage of children passing the Year One phonics screening check. In line with the whole school, both Nursery and Reception curriculum is taught through half-termly mini missions.

The themes in our mini missions are based on foundational ideas coming from the EYFS curriculum: from "You've got a friend in me?" as part of PSED and building relationships, to "How does your garden grow?" as part of Understanding the World and the natural world. From this, we have chosen multiple high-quality texts to create an integrated approach to learning from which children can experience the full curriculum.

We follow the Maths White Rose curriculum in Nursery and Reception with an emphasis on studying key skills of number, calculation and shape so that children develop deep understanding and the acquisition of mathematical language. Children learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery children begin to develop these key skills during daily maths activities where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are carefully designed to help children remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, Wellcomm and NELI for speech and language support. Staff also use 'pinny time' (RWI) which is a quick, on the spot intervention focused on sight words, blending and number retention with target individuals. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Our regular monitoring of teaching and learning includes coaching and feedback from the EYFS lead using the mentoring programme through Reach2 so that teachers develop a good subject knowledge and are effectively supported. We tailor our staff development to be early years specific and are focused on moderating outcomes across the phase so that every member of our team feels confident in making accurate judgements about where individual children are and their next steps for learning. Staff also

benefit from sessions with Speech and Language therapist who helps to build subject knowledge of working with children who have communication and language difficulties.

Impact – How do we know what children have learnt and how well they have learnt it?

Our curriculum meets the needs of our children, including our disadvantaged children and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through liaising with previous settings, talking to children and parents, looking at children's work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. This information is tracked on OTrack which enables us to measure their starting points against a national data set.

We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively.

During each assessment window, every half term, teachers update the progress children have made onto OTrack which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept on Tapestry (online learning journal) which children use to reflect on their progress through pupil voice.

Our curriculum and its delivery ensure that children make strong progress. During their time in our EYFS, children make rapid progress so that we meet or exceed the national expectation for Good Level of Development (GLD) at the end of the year. Children also make strong progress toward their age-related expectations before transitioning into Year One.

We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.

5. Planning and Assessment

Planning

Nursery and Reception teachers plan together to ensure continuity for children's learning across the EYFS and provide continuity with key stage One. There are three stages in planning: long, medium and short term plans. Long term plans are devised as a team across Nursery and Reception. The EYFS provides the framework for planning across all areas of learning during children's time in the Foundation Stage. Medium term plans cover the attitudes, skills, concepts and knowledge to be taught over a term in all seven areas of learning. Short term plans show the specific learning objectives to be taught daily over a weekly period, involving a balance of adult led and child led learning experience in both the Nursery and Reception. Plans include details of the activities through which the learning objectives are taught and how they will be adapted to the needs of individuals. Weekly and daily activities are planned separately for each group and will reflect the age and maturity of children in each class. Daily and weekly plans should draw on observations and evaluations of self-initiated activities and adult-led tasks. Planning should support and stimulate development in English to meet the specific needs of children learning English as an additional language in the early years. Observations and assessments of children's progress inform short term planning in both Nursery and Reception.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents will be kept up-to-date with their child's progress and development, and the EYFS teachers will address any learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

EYFS summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year One.

The school ensures that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.

The school reports EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with Special Educational Needs and Disabilities (SEND) as appropriate. The EYFS teachers will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support. The Special Educational Needs Coordinator (SENCO) will be updated on all parental meetings and included in further SEND meetings.

The school takes reasonable steps to provide opportunities for children with English as an Additional Language (EAL) to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS teachers will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

6. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Diversity and Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The SEND Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

7. The learning environment and outdoor spaces

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.

The indoor and outdoor areas will contain the following areas:

- Role play
- Writing area
- Maths area
- Construction area
- Creative/ malleable area
- Small world area
- Investigation area
- Reading area

Resources are sorted so that children can access them and put them away. They are well organised and labelled with words and pictures. Displays promote current and past learning, skills taught and children's independent learning.

Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are three toilet cubicles in Reception and two toilet cubicles in Nursery available to the EYFS, and there are hygienic changing facilities containing a supply of imitate care resources and spare clothes. Nappy changing facilities are also available.

8. Safeguarding and welfare

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The Dedicated Safeguarding Lead (DSL) is Mrs Diane Raftery. The deputy DSL is Mrs Sharon Motorny.

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

9. Mobile phones and devices

For the purposes of this policy, the term ‘mobile phone’ refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Mobile Phone, Devices & Smart Phones Policy.

Use of personal mobile phones by staff members

Staff members must not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff must report any concerns about another staff member’s use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Parents, visitors and contractors *are not* permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school’s mobile phones and cameras

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection.

School devices must only be used for work related matters, for example recording and documenting a child’s learning. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child’s parent.

Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices must not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

10. ICT lessons

ICT lessons will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education. When teaching ICT and utilising technology, e.g. laptops and tablets, the school will have due regard for the 'Education for a Connected World' framework when shaping what children are taught. The school aims to:

- Help children work more independently.
- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and cultures.
- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

In accordance with the DfE's 'Statutory framework for the early years foundation stage', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This includes:

- **Communication and language**: ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development**: using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development**: technology gives children access to new ways to express their emotions and interact with others.
- **Literacy**: the internet gives children to access a vast range of media and materials.
- **Mathematics**: ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world**: children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.
- **Expressive arts and design**: interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

Teachers will not use formative assessments for ICT but will use summative assessments to help track children's progress. Resources will be shared fairly between children and, where needed, tasks and equipment will be adjusted to suit children's needs and abilities.

The EYFS teachers will be responsible for ensuring all staff and parents are aware of the setting's policy on using technology and teaching ICT.

The EYFS lead will hold the Computing lead, ICT technician, teachers and support staff to account for their delivery and support of the ICT curriculum and offer support where needed.

Staff delivering the ICT curriculum will be responsible for:

- Encouraging children to apply their knowledge, skills and understanding of ICT in other areas of learning.
- Tailoring lesson delivery according to children's age and respective abilities.
- Undertaking summative assessments to ensure the aims set out in this policy are being met.

- Keeping the EYFS lead informed about how the aims of the setting's ICT curriculum are being achieved.
- Supporting children through play and teaching to recognise how technology is used across their lives, such as in their home and school.

The Digital and Online Safety Policy will be adhered to at all times. This includes installing internet filters and antivirus software on all devices and ensuring children are supervised appropriately when using the internet. In the event of children accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

11. Health and safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

The EYFS staff will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in Reception and Nursery classrooms. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

A first-aid box and accident log folder are located in Nursery and Reception classrooms.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Pupils with Medical Conditions and Administration of Medicine Policy outlines the procedures for administrating medicines. Prescribed medication for children is securely stored in the medical room, except for inhalers which are kept in a clear box in the classrooms for easy access.

Any food or drink provided to children is healthy, balanced and nutritious and is allergy aware (as per Allergens and Anaphylaxis Aware Policy). The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Children with allergies will wear a special lanyard at lunchtimes so the catering team know who they are. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school has a Fire Safety Policy and a Lockdown Policy in place.

12. Staffing

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate in the Nursery and Reception setting at all times, and will accompany children on any school outings.

Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the **medical room**.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.

The school adopts the following staffing ratios:

- For children aged three and over:
  - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
  - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there is one member of staff for every 8 children, and at least one other member of staff holds a full and relevant level 3 qualification.
- For children in Reception classes:
  - Class sizes will be limited to 30 children per school teacher.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. The EYFS Nursery and Reception teachers will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

13. Information and records

Information is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information is recorded for each child:

- The child's name and date of birth

- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school is recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance

The following information is made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

14. Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are encouraged to upload learning from home on to Tapestry.

Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

Parents are invited to workshops including sports day, Harvest, Christmas, and Easter events.

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

15. Transition

Our transition procedures are outlined in the EYFS Transition Policy.

16. Monitoring and review

Feedback from medium term plans, weekly monitoring of planning, learning walks, classroom observations, weekly EYFS staff meetings and termly Early Years meetings will inform the review of this policy.

This policy is reviewed annually by the EYFS lead, governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is July 2026.