

Early Years Foundation Stage Policy

Crossacres Primary Academy



Approved by:
Governing Body

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for 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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the Statutory framework for the [Early Years foundation stage](#). (2023- Click link.)

3. Structure/ Admissions of the EYFS

Our Early Years Foundation has a Nursery with 90 places and a three form Reception with 90 places. In Nursery children are in groups of no more than 13 children, all with a key worker and three Nursery teachers. We offer full time places in Nursery. Applications are made directly to the school and we have one in take in September, each academic year. Applications to our Reception are made through the local authority. We have three Reception teachers and an Assistant head that oversees the Early Years Foundation Stage.

4. Curriculum

Our early years setting follows the curriculum as outlined in the [Early Years foundation stage](#). (2023- Click link. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 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 and teaching

We begin each new school year by talking to parents and observing children, assessing the individual needs and taking into account their different starting points. We then begin to teach skills following our EYFS curriculum, at a point that is appropriate to their unique needs and stage of development. We encourage children to demonstrate their attitudes and behaviour to learning through the Characteristics of Effective Learning.

Taken from Statutory framework for the EYFS 2023 (Pg7/8)

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are **important and interconnected**. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child.

Teachers must ensure that children **have sufficient opportunities to learn and reach a good standard of English language during the EYFS**: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of the English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Each area of **learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity**. Play is essential for children's development, building 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 adults. There is an ongoing judgment to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

In planning and guiding children's activities, teachers must reflect on the different ways that children learn and reflect these in their practice. Three **characteristics of effective teaching and learning** are:

- 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.
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

"The EYFS Curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff." **Outstanding Grade Descriptor 2019 EYFS**

The Crossacres EYFS curriculum interlinks core daily teaching of maths, reading and writing with **experience led learning and child initiated learning**. The balance of these three aspects allows for sequenced lessons, enabling children to build on prior learning within provision based opportunities. The 'experiences' are introduced through thinking and finding out sessions reflecting the seasons, festivals and some themed topic based learning. Opportunity to learn through play is vital, allowing children time to practice and apply new skills and knowledge within the range of the classroom environment. We plan through a topic based approach on an annual basis, but these plans are adapted and amended to address the ever growing and changing needs and interests of all our children.

We recognise that language and communication are vital in all areas of a child's development. We welcome children from culturally diverse backgrounds and many of our children are at an early stage of learning English as an additional language (EAL). Communication and language development are therefore a consistent focus. We support children's development by providing a rich language environment, where conversations, singing and sharing stories become a regular part of the children's day. Our Core curriculum is planned and sequenced carefully, demonstrating skilled progression of knowledge and understanding. We use the Read, Write Inc scheme to teach phonics.

5. Assessment

At Crossacres Primary Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

In Nursery and Reception, a baseline assessment of the children is carried out at the beginning of the academic year to identify where each child is working and how to move their learning on. Children's progress is recorded three further times in the academic year. (Autumn 2, Spring 2 and finally Summer 2)

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

5.1 Moderation

Moderation is routinely held in our Early Years Foundation team. It is planned every half term within year groups and between Nursery and Reception. We also ensure that Reception and Year One meet in the summer term for transition and accuracy.

Additionally, every half term we moderate within a local cluster in the different areas of learning.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Every term we send home the children's learning journey to the parents to share the learning and achievements of their child.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Class dojo is used to share and celebrate the children's successes. Class dojo also enables the parents and teachers to communicate frequently. Additionally, each key worker has a star of the week and they share their 'WOW' moment with the rest of the group and their parents.

7. Safeguarding and welfare procedures

(Our safeguarding and welfare procedures are outlined in our whole school safeguarding policy.)

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

For children aged 3 and over where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children.

Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher for classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children and try to have a Teaching Assistant in each Reception class.

We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group.

All teaching members of staff have 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.

We promote good oral health, as well as good health in general, for example by talking to children about:

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

We also have parent workshops to help parents support their children with teeth brushing and oral health.

8. Monitoring arrangements

This policy will be reviewed by Sarah Cordwell, Deputy Head for EYFS and approved by the Head teacher every year. At every review, the policy will be shared with the governing board.

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

Appendix 2:

EYFS safeguarding and welfare requirements

This checklist is based on the safeguarding and welfare requirements set out in section 3 of the [Early Years Foundation Stage \(EYFS\) framework](#).

The checklist is designed to help you fulfil the framework's requirements. It includes sections on:

- Child protection
- Suitable people
- Staff qualifications, training, support and skills
- Staff ratios
- Health
- Behaviour
- Safety and suitability of premises, environment and equipment
- Special educational needs (SEN)
- Information and record keeping

CHILD PROTECTION	TICK
A policy and procedures for safeguarding children is in place which covers: <ul style="list-style-type: none">• Action to be taken where there are safeguarding concerns about a child• Action to be taken in the event of allegations against staff• The use of mobile phones and cameras in the setting	<input type="checkbox"/>
The policy and procedures are in line with the guidance and procedures of the relevant local safeguarding partners (LSP)	<input type="checkbox"/>
A staff member has been appointed as the designated safeguarding lead (DSL), with responsibility for liaison with local statutory children's service agencies and with LSP. They provide support, advice and guidance to other staff on an ongoing basis and on any specific safeguarding issue as required	<input type="checkbox"/>
The designated safeguarding lead (DSL) has attended a child protection course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect	<input type="checkbox"/>
All staff have received training on the school's safeguarding policy and procedures	<input type="checkbox"/>

All staff have up-to-date knowledge of safeguarding issues, and have received training that enables them to identify signs of possible abuse and neglect at the earliest opportunity, and to respond quickly and appropriately	<input type="checkbox"/>
The school has regard to the following statutory guidance documents: <ul style="list-style-type: none"> • Working Together to Safeguard Children • Keeping Children Safe in Education • Prevent Duty Guidance for England and Wales 	<input type="checkbox"/>
Social services – and, in emergencies, the police – are notified where the school has concerns about children’s safety or welfare	<input type="checkbox"/>
Ofsted is informed where allegations of serious harm or abuse by staff or volunteers are made, and notified of the action taken in respect of the allegations, within 14 days of the allegations being made	<input type="checkbox"/>

SUITABLE PEOPLE	TICK
Systems are in place to ensure that staff and others who have regular contact with children are suitable for their roles (for example, safer recruitment policies and procedures)	<input type="checkbox"/>
Staff have been told that they are expected to declare any convictions, cautions, court orders, reprimands and warnings (except protected convictions and cautions) that may affect their suitability to work with children (whether received before or during their employment at the setting) Note: only short-listed candidates should be asked to complete a self-declaration form – see this article for more information	<input type="checkbox"/>
Enhanced DBS checks, with barred list checks as appropriate, have been obtained for all individuals aged 16 and over who: <ul style="list-style-type: none"> • Work directly with children • Live on the premises; and/or • Work on the premises (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present) 	<input type="checkbox"/>
An additional criminal records check (or checks, if more than one country) has been carried out for anyone who has lived or worked abroad	<input type="checkbox"/>
Individuals who have not undergone suitability checks are not allowed unsupervised contact with children	<input type="checkbox"/>

Information about staff qualifications, identify checks and vetting processes is recorded, including: <ul style="list-style-type: none"> • Criminal records check reference number • Date the check was obtained • Details of who obtained the check 	<input type="checkbox"/>
A referral is made to the Disclosure and Barring Service (DBS) where a member of staff is dismissed (or would have been, had they not left first) because they have harmed a child or put a child at risk of harm	<input type="checkbox"/>
Procedures are in place to ensure that anyone who is disqualified from working in childcare is not employed to work at the setting	<input type="checkbox"/>
Appropriate action is taken to ensure the safety of children where information is found that may lead to the disqualification of an employee	<input type="checkbox"/>
Ofsted is informed of any significant event (including disqualification), which is likely to affect the suitability of any person who is in regular contact with children on the premises	<input type="checkbox"/>
The registered provider gives Ofsted the following information about themselves or any person who lives or is employed in the same household as the registered provider: <ul style="list-style-type: none"> • Details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006 • The date of the order, determination or conviction, or the date when the other ground for disqualification arose • The body or court which made the order, determination or conviction, and the sentence (if any) imposed • A certified copy of the relevant order (in relation to an order or conviction) This information is given to Ofsted within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries	<input type="checkbox"/>
Staff are not under the influence of alcohol or any other substance that may affect their ability to care for children	<input type="checkbox"/>
Staff seek medical advice where they are taking medication that may affect their ability to care for children, and are only allowed to work directly with children if medical advice confirms the medication is unlikely to impair their ability to do so	<input type="checkbox"/>
Staff medication is securely stored and out of reach of children at all times	<input type="checkbox"/>

STAFF QUALIFICATIONS, TRAINING, SUPPORT AND SKILLS	TICK
All staff are treated fairly and equally, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation	<input type="checkbox"/>

<p>All staff receive induction training which covers:</p> <ul style="list-style-type: none"> • Emergency evacuation procedures • Safeguarding and child protection • Health and safety issues 	<input type="checkbox"/>
<p>Staff are supported to undertake appropriate training and professional development opportunities</p>	<input type="checkbox"/>
<p>Arrangements are in place for the supervision of staff working with children and families, which provides opportunities for them to:</p> <ul style="list-style-type: none"> • Discuss any issues, particularly concerning children’s development or wellbeing • Identify solutions • Receive coaching to improve their effectiveness 	<input type="checkbox"/>
<p>Supervision provides support, coaching and training for staff, promotes the interests of children, and fosters a culture of:</p> <ul style="list-style-type: none"> • Mutual support • Teamwork • Continuous improvement • Encouraging confidential discussion of sensitive issues 	<input type="checkbox"/>
<p>The EYFS manager has:</p> <ul style="list-style-type: none"> • At least a full and relevant level 3 qualification; and • 2 or more years’ experience working in an early years setting, or • 2 or more years’ other suitable experience 	<input type="checkbox"/>
<p>There is a named deputy who is capable and qualified to take charge in the manager’s absence</p>	<input type="checkbox"/>
<p>At least 1 person with a current paediatric first aid (PFA) certificate is on the premises and available at all times children are present, and accompanies children on outings</p>	<input type="checkbox"/>
<p>All newly qualified early years workers who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, and who are included in the required staff-to-child ratios at level 2 or level 3, have a full PFA or emergency PFA certificate within 3 months of starting work</p>	<input type="checkbox"/>
<p>The PFA training is renewed every 3 years and is relevant for workers caring for young children and, where relevant, babies</p>	<input type="checkbox"/>
<p>PFA certificates or a list of staff with a current certificate is on display or made available to parents/carers</p>	<input type="checkbox"/>

Staff have sufficient understanding and use of English to ensure the wellbeing of children

STAFF RATIOS	TICK
Each child is assigned a key person	<input type="checkbox"/>
Staffing arrangements meet the needs of all children and ensure their safety	<input type="checkbox"/>
Children are adequately supervised, including while eating, and staff are deployed in a way that ensures children's needs are met	<input type="checkbox"/>
Parents and carers are informed about staff deployment and, where relevant and practical, are involved in decisions about deployment	<input type="checkbox"/>
Children are always within sight or hearing of staff (and usually within sight <i>and</i> hearing). Whilst eating, children are within sight and hearing of a member of staff	<input type="checkbox"/>
Only those aged 17 or over are included in ratios (though staff working as apprentices in early education who are aged 16 or over can be included in ratios if the provider is satisfied that they are competent and responsible)	<input type="checkbox"/>
Staff aged under 17 are supervised at all times	<input type="checkbox"/>
In reception classes there are never more than 30 children per teacher, except where permitted exceptions apply (teaching assistants (TAs), higher level teaching assistants (HLTAs) and other support staff do not count as teachers)	<input type="checkbox"/>
Where provision is solely before/after-school care or holiday provision for children who normally attend reception class (or older) during the school day, there are sufficient staff as for a class of 30 children	<input type="checkbox"/>
<p>For children aged 3 and over (below reception class) the following ratios are always followed (including outings)</p> <p>For registered early years provision:</p> <p>Where a person with a suitable level 6 qualification is working directly with the children:</p> <ul style="list-style-type: none"> • There is at least 1 member of staff per 13 children • At least 1 other member of staff holds a full and relevant level 3 qualification <p>Where a person with a suitable level 6 qualification is not working directly with the children:</p>	

<ul style="list-style-type: none"> • There is at least 1 member of staff per 8 children • At least 1 member of staff holds a full and relevant level 3 qualification • At least half of all other staff hold a full and relevant level 2 qualification <p>For maintained nursery schools and nursery classes in maintained schools:</p> <ul style="list-style-type: none"> • There is at least 1 member of staff for every 13 children • At least 1 member of staff is a school teacher • At least 1 other member of staff holds a full and relevant level 3 qualification <p>For independent schools (including nursery classes in academies): Where a person with a suitable level 6 qualification, an instructor, or another suitably qualified overseas trained teacher is working directly with the children:</p> <ul style="list-style-type: none"> • In a class where the majority of children will reach the age of 5 or older within the school year, there is at least 1 member of staff for every 30 children • For all other classes, there is at least 1 member of staff per 13 children • At least 1 other member of staff holds a full and relevant level 3 qualification <p>Where there is no person with a suitable level 6 qualification, no instructor, and no suitably qualified overseas trained teacher working directly with the children:</p> <ul style="list-style-type: none"> • There is at least 1 member of staff per 8 children • At least 1 member of staff holds a full and relevant level 3 qualification • At least half of all other staff hold a full and relevant level 2 qualification 	<input type="checkbox"/>
Where there are mixed-age groups, ratios are determined in line with relevant ratio and class size requirements and the needs of individual children	<input type="checkbox"/>

HEALTH	TICK
Good health, including oral health, is promoted	<input type="checkbox"/>
Procedures are in place for dealing with children who are ill or infectious	<input type="checkbox"/>
Illness/infection procedures are discussed with parents and carers	<input type="checkbox"/>
Necessary steps are taken to prevent the spread of infection	<input type="checkbox"/>
Appropriate action is taken if children are ill	<input type="checkbox"/>
A policy and procedures for administering medicines, including systems for obtaining and updating information about medical needs, are in place	<input type="checkbox"/>
Where administering medicines requires medical or technical knowledge, training is provided for staff	<input type="checkbox"/>

Prescription medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor)	<input type="checkbox"/>
Medicines (both prescription and non-prescription) are only administered where written permission is obtained from a child's parent or carer to administer that particular medicine	<input type="checkbox"/>
A written record is kept of each time medicine is administered	<input type="checkbox"/>
Where medicine is administered to a child, their parents or carers are informed on the same day, or as soon as possible	<input type="checkbox"/>
Meals, snacks and drinks are healthy, balanced and nutritious	<input type="checkbox"/>
Before a child is admitted to the setting, information about special dietary requirements, preferences, food allergies and special health requirements is obtained	<input type="checkbox"/>
Information from parents and carers about dietary needs is recorded and acted on	<input type="checkbox"/>
Fresh drinking water is available and accessible at all times	<input type="checkbox"/>
An area equipped to provide healthy meals, snacks and drinks is provided	<input type="checkbox"/>
Suitable facilities for the hygienic preparation of food (including sterilisation equipment where necessary) are provided	<input type="checkbox"/>
Staff involved in preparing and handling food have received training in food hygiene	<input type="checkbox"/>
Ofsted is informed where 2 or more children have food poisoning, within 14 days of the incident	<input type="checkbox"/>
A first aid box with contents suitable for use with children is accessible at all times	<input type="checkbox"/>
Written records of accidents, injuries and first aid treatments are kept	<input type="checkbox"/>
Parents and carers are informed of any accident, injury or first aid treatment on the same day or as soon as possible	<input type="checkbox"/>
Ofsted is notified of any serious accident, illness or injury to, or death of, any child, and the action taken, within 14 days of the incident	<input type="checkbox"/>
Local child protection agencies are notified of any serious accident or injury to, or the death of, any child and any advice from those agencies is acted on	<input type="checkbox"/>

Appendix 3:

Example Risk Assessment: