

# Old Clee Primary Academy

*'Inspired to Believe, Learning to Succeed'*

## Early Years Foundation Stage (EYFS) policy



**Approved by:** Headteacher

**Date:** 25<sup>th</sup> March 2026

**Last reviewed on:** 19<sup>th</sup> March 2025

**Next review due by:** Spring Term 2027

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### 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them 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

### 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

This document also complies with our funding agreement and articles of association.

### 3. Structure of the EYFS

We provide education for children aged 3 and above in our Nursery and Reception units. Our Nursery operates during term time only, with morning sessions from 8:30 am to 11:30 am and afternoon sessions from 12:15 pm to 3:15 pm. Children can access the Nursery on either a 15-hour basis (mornings or afternoons) or a 30-hour basis (from 8:30 am to 3:15 pm, with lunch between 12:00 pm and 12:30 pm). Our Nursery is free of charge as long as the child is eligible for funding from the local authority. We do not charge for lunchtime provision for full-time children; however, the morning club and after-school club (from 8:00 am to 8:30 am and 3:15 pm to 4:15 pm) are chargeable and bookable online.

Our Reception is open in line with the rest of the academy. Children are welcomed for a rolling start to the day from 8:30 am, and the school day ends at 3:15 pm. Children can attend the morning and after-school club (from 8:00 am to 8:30 am and 3:15 pm to 4:15 pm) at a cost, which is chargeable and bookable online for Reception children only.

## 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. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

### 4.1 Characteristics of effective learning

We uphold the view that learning is underpinned by the characteristics of effective learning. In planning and guiding children's activities, practitioners must reflect on the various ways that children learn and incorporate these into their practice. The 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 persist when they encounter difficulties, enjoying their achievements; and
- **Creating and thinking critically:** children develop their own ideas, make connections between concepts, and devise strategies for accomplishing tasks.

All of these areas interlink throughout the curriculum, and adults should seize opportunities to engage with children to enhance their play, thinking, and learning. Adults also recognise that there are times when they need to step back to allow children to think critically and solve problems through trial and error or perseverance.

It is our aim that children leave the EYFS with:

- a positive 'can do' attitude towards learning
- a willingness to take risks and learn from mistakes
- high levels of engagement in tasks where they can practise and develop concepts, ideas, and skills
- perseverance
- a love of learning
- their own ideas that they can plan and follow through
- the ability to express fears to alleviate anxiety in controlled and safe situations

### 4.2 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 focus strongly on the 3 prime 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.

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.

In Reception, staff plan each half term based on a topic – e.g. Winter, People who help us, using engaging texts to hook children and develop their understanding of the world. Staff also enhance planning/activities through children's own interests.

Cultural capital experiences are planned into each term, such as Jack and the beanstalk – making magic bean soup to bring each topic to life, People who help us – Emergency Services visitors.

### 4.3 Teaching

Each area of learning and development is implemented through planned, purposeful play, alongside a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm and positive interactions.

During child-initiated activities, children have access to a large, inviting, and well-resourced learning area. They develop their gross motor and problem-solving skills by engaging their "minds and muscles."

The Read Write Inc phonics scheme is introduced in Nursery during the summer term and continues in Reception with daily phonics lessons, where children are grouped by ability.

In Reception, the Talk for Writing approach is used to foster a love of reading and storytelling. Children have the opportunity to act out stories using props, actions, and story maps. A daily literacy lesson further develops children's reading and writing skills.

Reception follows the Mastering Number maths scheme, which promotes a deep understanding of numbers and mathematical concepts. The scheme is practical and engaging.

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 Old Clee Primary Academy, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. 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.

All practitioners are expected to show an understanding of what the pupils know and can do and what their next steps in learning are. They regularly discuss this with leaders to ensure we meet the needs of all pupils within the setting and we adapt timetables, the environment and planning to ensure we continue to be ambitious and supportive for all pupils.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA).

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child. 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 'progress check' and 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.

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/transition**

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

Before children start in the Early Years, teachers meet with parents and/or carers. The nursery undertakes home visits to gather information about the children. Reception invites parents and/or carers into the academy to learn more about the children.

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Reception parents and/or carer receive an outline of their child's baseline assessment.

In the early years, teachers are always available at the classroom door during entry and collection times to speak with parents as needed. Home-school books are used as a method of communication between the class teacher and parents and/or carers when necessary. These books are sent home daily.

In Nursery, each child is assigned a key person who helps to make sure 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.

Nursery and Reception use Tapestry, an online learning journal, to share WOW moments from school with parents and carers. Parents can also send their own WOW moments or news through Tapestry for their children to share with teachers and peers.

In Reception, children take home a weekly fun homework activity linked to the current topic, a reading activity or book tailored to their phonics ability, and a sharing book. Talk for Writing story maps are also provided to encourage children to retell the story at home. Each half term, children are encouraged to create a 3D model related to their current topic.

A half-termly newsletter is sent home and added to the school website, informing parents and carers about what the children will be learning each half term. Details of learning and celebrations are regularly updated on the school website.

Throughout the year, parents are invited to participate in workshops, such as Phonics and Maths. Parents' evenings occur twice during the academic year, where staff provide feedback on children's progress and interests at school.

End-of-year reports are shared with parents, detailing their children's progress and achievements. Parents and carers have the opportunity to discuss any aspect of the report with the class teacher.

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

### **6.1 Transition**

At Old Clee Primary Academy, we work closely with local pre-schools to ensure that we have detailed information about the children before they start school. The Early Years Leader liaises with the pre-schools during the summer term prior to the children's entry. Early Years teachers and the Early Years Leader meet with all families during this term, after which the children are placed into classes based on these visits.

As the children prepare to enter Key Stage 1 (KS1), the Year 1 teachers observe them in the Early Years setting during the summer term. The Early Years teachers also meet with the Year 1 teachers to discuss the end-of-year data during a Pupil Progress Meeting, ensuring a smooth transition into Year 1. These discussions help the Year 1 teachers plan an effective, responsive, and appropriate curriculum that meets the needs of all children. Additionally, the children will spend time with their new teacher in the Year 1 classroom.

## 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 annually, 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 on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our [Child Protection and Safeguarding Policy](#) for details of our safer recruitment procedures

### 7.3 Whistleblowing

We make sure that all staff 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 or other senior member of staff. 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 the chair of the governing board.

See our [whistleblowing policy](#) for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing.

#### 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 can enjoy learning and grow in confidence.

We ensure that the appropriate statutory staff-to-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 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 one member of staff for every 30 children.
- For all other classes, we have at least one member of staff for every 13 children.
- Where a person with the above qualifications is not working directly with the children, we have at least one member of staff for every 8 children.

We have at least one person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. We typically require the majority of staff in our EYFS settings to be PFA trained. For any other medical needs of individual children (such as epilepsy or diabetes), staff in the provision are trained accordingly before the child starts. The PFA certificate is renewed every three years as required, and other training is renewed as necessary.

We promote good oral health, as well as general health, in the early years by discussing with children:

- The effects of consuming too many sugary foods
- The importance of brushing teeth
- Healthy eating and maintaining a balanced diet
- The significance of regular exercise and physical activity
- The value of a good night's sleep
- The necessity of drinking plenty of water

We also promote safety in various contexts and times of the year:

- Sun safety in summer
- Fire safety during autumn (Bonfire Night)
- Water safety
- When to contact the Emergency Services

The nursery has introduced supervised tooth brushing. We follow [Public Health England guidance on supervised tooth brushing](#) to ensure that it is evidence-based and safe.

The remainder of our safeguarding and welfare procedures are outlined in our [Academy's Safeguarding and Child Protection Policy](#).

## **8.1 Responding to 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 any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

### **8.1.1 Investigating the concern**

When a concern is received by the headteacher – referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information

- Establish whether there is sufficient cause for concern to warrant further investigation. If there is, then:
  - Arrange a further investigation into the matter, involving the chair of governing body, if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
  - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

### **8.1.2 Outcome of the investigation**

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

## **8.2 Staffing ratios**

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, or early years teacher status is working directly with the children, we have at least 1 member of staff for every 13 children. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
  - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status. At least half of all other staff hold an approved level 2 qualification
  - Where there is a person with qualified teacher status, early years professional status, or early years teacher status, 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
    - For all other classes, we have at least 1 member of staff for every 13 children
  - At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
  - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
    - At least 1 member of staff must hold an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
    - At least half of all other staff hold an approved level 2 qualification

For Reception classes:

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

### **8.3 Paediatric first aid (PFA)**

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.

### **8.4 The designated safeguarding lead (DSL)**

We also have a DSL who has 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

### **8.5 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.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

### **8.6 Oral health and tooth brushing**

We promote good oral health, as well as good health in general, in the early years by continually talking about how to look after ourselves, our bodies and how to be healthy. We have regular conversations with the children during snack time about foods that they eat, and if they are good for our teeth or not. Every school year we also invite a dental nurse in at least once to talk to us about how to look after our teeth, and the importance of doing so. On some occasions we have asked the dental nurse to come in a number of times to deliver a talk with the children, especially if we notice or know of any child/ren struggling with their teeth.

Due to oral health and toothbrushing being an integral part of teaching children to look after their bodies, we have recently embarked upon the supervised brushing initiative, both in Nursery and Reception. This initiative helps the children to develop consistent oral hygiene routine early in life, with the impact of this supporting not only oral health, but also physical comfort, emotional well-being, learning and readiness in children.

The supervised toothbrushing programme fosters self-care and ensures safe, age-appropriate toothbrushing practices, which will support lifelong positive health habits, reducing dental issues in the future.

### **8.7 Safer eating**

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair 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
- Discuss their child's progress with solid foods
- 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.

### **8.8 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.

### **8.9 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.

### **8.10 Toileting and privacy**

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults

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

## **9. Monitoring arrangements**

This policy will be reviewed and approved by the headteacher annually.

## **Ratification**

**Date ratified by Headteacher:** 25<sup>th</sup> March 2026

**Date of last review:** 19<sup>th</sup> March 2026

**Next review date:** Spring Term 2027

**Signed by Headteacher:** Miss D Richardson

**Date:** 25<sup>th</sup> March 2026

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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see [\[insert link to school's policy page\]](#).

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