POLICY	**KP/GH EYFS Policy 2026/27**
STATUS/DATE OF THIS VERSION	**September 2026**
APPROVED BY	**Board of Trustees**
RATIFIED BY	**Board of Trustees**
REVIEW	**September 2027**

This policy is operated by all the schools in Unity Education Trust (as listed below).
There may be sections that are specific to one school and these will be added by the school either as an annex or in place of yellow highlighted sections below.

Any queries about the policy should be directed, in the first instance, to the Headteacher/Head of School:

- **Beeston Primary School**
- **Garvestone Primary School**
- **Grove House Infant and Nursery School**
- **King's Park Infant School**
- **Churchill Park Academy**
- **Greyfriars Academy**
- **Highgate Infant School**
- **King's Oak Infant School**
- **Wimbotsham and Stow Academy**
- **Magdalen Academy**
- **St German's Academy**

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
- 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) for 2024.

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

3. Structure of the EYFS

The structure of EYFS provision is :

Reception – 30 children is our maximum cohort. Hours 8.40am-3.05pm

4. Curriculum

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

The EYFS framework includes 7 main areas of learning and development that are equally important and inter-connected. 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

Reception staff use the statuary EYFS curriculum and the non-statuary document 'development matters' to inform planning but also follow children's interests to ensure they are exposed to a broad learning experience.

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children or children working below their chronological age are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Staff produce a long term plan of carefully considered topics. This is a guide but as the staff get to know more about the children and their interests planning is adapted to encompass the children's own interests.

Staff plan for both the indoor and outdoor classroom continuous provision. These plans are adapted to enhance play and learning.

4.2 Teaching

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

We use our learning powers – captain curiosity, resilient rangers, inspector independent, creative crusader and co-operation cop to develop lifelong learners.

At the beginning of reception class we follow the systematic phonics programme read write inc giving the children the strongest start in reading and writing. We follow the white rose maths scheme to embed mathematical understanding.

Assessment is ongoing and is an integral part of learning and development processes. Staff make observations of all children to identify their level of achievement, interests and learning styles. These observations are used to inform future planning. Staff work in partnership with parents/carers to gain a holistic view on how their children learn and what the children can achieve outside of school. This information is then used to inform assessment.

*Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).*

*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*
- *Not yet reaching expected levels ('emerging')*

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

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

Parents are offered a face to face meeting or phone call in the Autumn term to discuss how children have settled.

Reception -A written report is sent home to parents/carers at the end of the summer term outlining the children's characteristics of learning and outcomes of the 17 early learning goals.

Parents have regular communication with nursery and reception staff throughout the week using class dojo.

We have parent events such as phonic workshops, maths cafes, reading cafes, assemblies, charity events and seasonal events to encourage parents to be involved in every day school life and learning.

All children are assigned a 'key worker' to provide a point of contact for parents to discuss their children.

Reception keep a 'learning journey' which contains photos and observations for each child which provides parents/carers and good over view of their child's learning experience in school.

Reception teachers administer the 'baseline check' within 6 weeks of starting in school. The results of this are available to parents if required.

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.

7. Safeguarding and welfare procedures

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

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 registered early years provision:]

- 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 will have one member of staff for every 8 children. We will have at least one other member of staff will hold an approved level 3 qualification. At least half of all other staff will hold an approved level 2 qualification.
- 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.
- We comply with infant class size legislation and have at least 1 teacher per 30 pupils
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group.

We promote good oral health, mental health as well as good health in general, in the early years by

- Early years promote a culture of hand washing and are shown how to wash hands correctly. We discuss when we should wash our hands.
- Children are offered a fruit or vegetable snack at break and we teach them how to peel the snack as required.

- The importance of brushing teeth is discussed during our 'healthy week' topic. Children learn how to brush teeth and how often they should brush teeth.
- The importance of a healthy diet is discussed during our 'healthy week' topic. Children learn about different types of food and why they should have a balanced diet.
- Early years continuous provision has large areas and apparatus to encourage children to move around allowing children the opportunity to develop gross and fine motor control. Children are allowed free access to the outdoor environment throughout the day.
- Reception class follow 'Get Set PE' and complete one PE session a week. They are encouraged to explore what happens to their bodies before and after exercise and supports children's mental health.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the school's EYFS Lead and Headteacher/Head of School annually and the Trust Board will ratify any amendments on an annual basis, or in response to any significant changes from government policy.

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 and First Aid 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