

Early Years Foundation Stage (EYFS) policy

Ashton West End Primary Academy



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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

At Ashton West End Academy, the Early Years Foundation Stage consists of a Nursery and one Reception Unit containing 2 Reception classes.

The Nursery is part-time only and children can start in our Nursery in the September after their third birthday. Children will be offered either a morning or afternoon place. The morning sessions run from 8:45am until 11:45am and the afternoon sessions run from 12:15pm until 3:15pm Monday to Friday. The Nursery Class is taught by a qualified teacher and a teaching assistant.

Children can join Reception in the September after they turn four. Children do not need to have attended our Nursery to apply to join our Reception Class, however attending our Nursery does not automatically mean your child will get a place in our Reception. Each Reception Class is taught by a qualified teacher and a teaching assistant. Children in Reception are entitled to free school meals, or they can bring a packed lunch to school.

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 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.

The EYFS Team plan their teaching across broad themes throughout the year. They plan for learning both indoors and outdoors.

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.

4.2 Teaching

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

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.

Outdoor learning is integral to our teaching. Children have opportunities to learn outdoors throughout the day.

Communication and language

At Ashton West End, we provide a language rich environment that helps all children, including those with English as an Additional Language to develop their language skills and ability to express themselves. We understand that the development of spoken language underpins all areas of learning. We provide children with opportunities to build language effectively, such as reading frequently, circle times and engaging in songs and poems. We also provide extensive opportunities for children to use and embed new language such as through storytelling and role play. We also ensure that children develop their listening skills and use language to build relationships and talk about experiences. Children with English as an Additional Language are given specific bilingual support alongside support to develop their English skills.

Physical development

Physical activity is vital in children's development and we ensure we give children lots of opportunities to develop their physical skills. We ensure that all children are given opportunities to develop both fine and gross motor skills to develop their coordination and movement. Children have access to an outdoor area daily in which they have opportunities for physically active play. Children are taught skills to develop both physical and self-care skills in both Nursery and Reception. We understand that the personal needs of all children are met and ensure that children develop their skills to manage their own personal needs. All staff understand that we have a Duty of Care to ensure children's personal needs are met. We also play lots of games both indoors and outdoors and talk about ways to keep our bodies healthy.

Personal, Social and Emotional development

This includes developing children's self-confidence and independence, managing emotions, developing persistence and resilience, and developing a positive sense of self. We encourage children to develop positive relationships with others and be respectful of other's needs and differences. Staff support children in provision to develop social skills and understand their own behaviour and feelings. Through supported interaction, children learn how to make good friendships, co-operate, and resolve conflicts with others. Clear boundaries are set from the beginning of Nursery that are consistent throughout the EYFS.

Specific Areas

Literacy

At Ashton West End Primary Academy, we understand the importance of reading and writing and ensure that there is progression between Nursery and Reception. We understand that developing a lifelong love of Reading is vital. On top of specific phonics sessions, children take part in reading and writing adult focused activities weekly with an adult and have access to a stimulating reading and writing area. Our topics are based around key texts, and we ensure that children have exposure to a range of stories, poems, rhymes, and songs.

Mathematics

We ensure that children in EYFS have a strong grounding in number. Maths is taught exclusively in both Nursery and Reception. Children take part in carpet sessions alongside adult focus activities in small groups. Provision ensures that children have opportunities to develop their understanding of number and work independently to develop Mathematical understanding. We provide children with opportunities to develop, to build on and apply their understanding. We plan for learning around deepening an understanding of number and to also develop spatial reasoning skills.

Understanding the world

We spend time with children supporting them to make sense of the world around them and their community. We ensure children have appropriate opportunities for exploration and observation of the world. Children are encouraged to talk about their own community and experiences both during circle time and independently and we encourage children to make connections and links about their knowledge. This ensures that children ask questions to develop their own understanding.

Expressive arts and design

Children have regular opportunities to engage with arts and media. We ensure that we teach children skills to explore and create with a range of media and materials and give children opportunities to share their ideas and receive feedback from others. It is important that children can think of their own ideas and create freely without fear of judgement. We also ensure that children have access to a topic-based role play area, which may also change based on children's interests and ideas. Children are given lots of opportunities to express themselves in a range of ways including media, dance and music throughout EYFS.

5. Assessment

At Ashton West End 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.

In Nursery, staff review their progress each term and provide parents and/or carers with the opportunity to discuss their child's progress and development in the 3 prime areas at a parents' meeting. These meetings highlight the areas in which a child is progressing well and the areas in which additional support is needed. They also focus on any areas of possible concern, which may indicate a disability, special educational need or developmental delay. The teacher will discuss the activities and strategies that the school intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate. A written report will be provided at the end of the Nursery year.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA). Reception teachers assess children's progress towards the early learning goals twice during the year times a year.

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

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

We share the EYFS profile with 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

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 our Nursery or Reception class we invite parents to a series of stay and play sessions. This allows parents to discuss their child with school staff before their child starts school.

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

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.

We provide parents with 'curriculum news' termly which outlines learning and topics. We ensure parents and/or carers are aware of their access to the Academy website, which has a range of examples and photographs of children's learning. We invite parents and/or carers to workshops such as Phonics drop ins and how to help at home sessions. We hold termly parents' evenings in which a discussion is had on their child's progress. Parents and/or carers are given an in-depth report at the end of the year which highlights children's progress and development. Staff support parents and/or carers to engage with specialist support if appropriate. Each parent and/or carer has access to Class dojo, our online learning platform. All children

have a log in code and parents are updated through this platform. Home learning may be given on dojo and dojo is also used in the event of school or bubble closures to provide daily learning for children.

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

7. Staff

7.1 Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy which is available on our school website

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 safeguarding policy for details of our safer recruitment procedures which is available on our school website.

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. 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 which is available on our school website.

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.

7.4 Supervision

Our staff practise internal supervision, following the EYFS Framework which states

'3.34 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.'

'3.35 Supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.'

These are to be carried out by the EYFS Lead, termly. Find our record sheet in the appendix.

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.

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

See our child protection and safeguarding policy which is available on our school website for more information.

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 and the Local Area Designated Officer 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 or chair of governors – 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 trustees 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:

In Nursery

- We have at least 1 member of staff for every 13 children
- At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002
- 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

In Reception

- 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, which is available on our school website, 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

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

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy, which is available on our school website.

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 and 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.

Each space has its own risk assessment which is updated when appropriate.

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.

All children who require changing will have an Intimate Care Plan, which will be pre-approved by parents/carers.

9. Monitoring arrangements

This policy will be reviewed and approved by The Early Years Lead 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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see the school website.

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

Appendix 2. Supervision Master Sheet

Name of supervisee:	
Date:	
Welcome and wellbeing check in	<i>How a staff member is generally, what's been happening or pre-occupying the staff member. Offering staff a safe space to talk about their role and workload.</i>
Discussion of key children:	<i>Their development, interests, challenges, and next steps</i>
Reflection on practice	<i>What's going well, what could be improved, and how staff are supporting learning through play</i>
Goal setting	<i>Discussion of progress and support required, including any training. Agreeing on clear, achievable actions for the practitioner to take forward.</i>
Health, welfare and safety	<i>General health and safety issues, as well as welfare issues which could include issues around stress. reviewing any issues and exploring understanding of safeguarding policies Attendance and time-keeping can be discussed here.</i>
Professional development	<i>Includes discussion of activities that will help/have helped the supervisee to develop themselves into their role and service. This may include working with other colleagues and experts, training or other activities. Identify any training needs</i>
Ending	<i>This establishes how a staff member feels at the end of supervision and an ongoing opportunity to constructively feedback and issues raised. Staff members are encouraged to make suggestions on how their supervisor could better support them.</i>