Ladygrove Primary School and Nursery

EYFS Policy

Written E Barrow

Due for review – September 2027

OUR VISION

Our motto, '***Every day counts, every minute matters***,' is the heartbeat of our school. Education opens doors to opportunities and the sense of belonging to Ladygrove helps to shape our pupils as individuals. We pride ourselves on being a friendly, happy and supportive school. High self-esteem is encouraged, high expectations, standards and values are fostered and progress and achievement are positively monitored and celebrated. We believe that all children can achieve!
We prepare our children for life as 21st century responsible citizens, teaching the importance of sustainability and looking after the environment for generations to come. We strive to develop in our children a life-long love of learning.

Our children deserve the best and we see excellence in making "Every Minute Matter and Every Day Count!" We teach our children to become *'Tough Tortoises, Wise Owls, Team Ants' and Resourceful Squirrels*; developing skills of resilience, reflection, reciprocity and resourcefulness; so they are equipped with learning skills that will prepare them for life in an ever-changing world!



"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential." Statutory Framework for the Early Years Foundation Stage 2023.

INTRODUCTION

The Foundation Stage extends from children who are 'Rising 3s' (3 during the term that they start Nursery) to the end of the reception year. Entry into our Ladygrove Primary School is at the beginning of the schoolyear in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).
The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals, outlined in the Early Years Foundation

Stage that set out what is expected of most children by the end of the Foundation Stage.
The EYFS is based upon three characteristics of effective learning which practitioners must reflect upon and adjust their practice accordingly:

1. **Playing and exploring –** Children investigate and experience things and 'have a go.'

2. **Active learning –** Children concentrate and keep on going if they encounter difficulties, and enjoy their achievements.

3. **Creating and thinking critically –** Children develop and have their own ideas, make links between ideas, and develop strategies for doing things.

TEACHING AND LEARNING STYLE

The school's teaching and learning policy defines the features of effective teaching and learning in our school (see Teaching and Learning policy).

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. The internalize and rehearse new knowledge and skills that has been taught. Play with peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live experiences in controlled and safe situations.

We plan for a range of play opportunities for our children including:

• Adult directed – where an adult teaches new key knowledge and skills and describes what a child is expected to do to ensure focused learning in a particular area.

• Child initiated – where children plan, carry out and evaluate their play. Children have the opportunity to apply the knowledge that they have acquired.

• Child led/independent learning – where children choose from a group of activities but develop the play themselves. They apply acquired knowledge and skills. Adults will have carefully planned and selected activities to enhance the learning that has taken place.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

Children are given opportunities to be creative through all areas of learning, not just through the arts. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

EYFS AREAS OF LEARNING

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

Prime

1. Personal Social and Emotional Development

2. Physical Development

3. Communication and Language

Specific

1. Literacy

2. Mathematics

3. Understanding of the World

4. Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led, adult directed and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children

who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

PERSONAL. SOCIAL AND EMOTIONAL DEVELOPMENT

The school fosters and develops relationships between home, school, children's centres and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

PHYSICAL DEVELOPMENT

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoors and outdoors and by working with a wide range of resources.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and correct letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence.

We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives.

EXPRESSIVE ARTS and DESIGN

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama. movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. Through various times during the year children are given the opportunity to participate in school productions and assemblies.

OUTSIDE

We have an outside learning space which children have access to each day. We ask parents to provide all weather footwear and appropriate clothing, so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

OBSERVATION, ASSESSMENT AND PLANNING

The planning within the EYFS follows a bespoke curriculum, developed from a combination of key objectives taken from the government documents ‘Development Matters, Non-Statutory Guidance for the Early Years Foundation Stage 2023’ and ‘Birth to Five Matters, Non-Statutory Guidance for the Early Years Foundation Stage 2023’.

This guidance is used by the EYFS teachers as a guide for sequential long term and weekly planning. The planning is based on the assessed needs of the children, building on their prior knowledge, and next steps in learning.

Regular assessments of children's learning are made; this information is used to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's learning journey books or stored digitally on Tapestry as part of the child's individual digital learning journey profile.

We track the progress of the children across EYFS to surmise whether they are working at expected age, below or above expected age. This is updated termly and discussed in pupil progress meetings with the assessment coordinator. In the final term of the EYFS children are assessed as to whether they have attained a 'Good Level of Development' in which they have achieved age related expected level across all areas. This is reported to the local authority and a written summary is given to parents, reporting their child's progress. Data is analysed to look for patterns and trends. This information informs the School Development Plan. Information is also shared with the children's Year 1 teachers to help ensure a smooth transition into the National Curriculum.

BASELINE ASSESSMENT

Our approach to baseline assessment ensures that we get an accurate picture of each child. On entry to Foundation Stage, children are assessed using the Government's Reception Baseline Assessment (RBA). The assessment is carried out by the class teacher or equivalent familiar adult, during the first 6 weeks of starting school. The assessment will be used as a baseline for measuring the progress primary schools make with their pupils. It will be a practitioner-led, activity-based assessment of children's early literacy, communication and language and early mathematics skills. Children who attend Ladygrove Nursery have their assessments passed on to the receiving Reception teachers.

PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in floor books and in the children's individual learning journals. Digital recording equipment will be used in line with the safeguarding policy.

Parents are asked to give their permission for their child's mage to be used on the school website, the weekly newsletter, social media and the school'

PARENTS/CARERS AS PARTNERS

It is important for parents/carers to feel involved in their child's education and to recognise their role as partners in this process. At Ladygrove Primary School and Nursery, we believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. When parents/carers and practitioners work together in early years settings, the

results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by:

• We provide daily opportunities for direct contact between parents/carers and teachers. This ensures that any problems or concerns of the child, teacher or parent/carer can be dealt with promptly and facilitate the child's successful start to school life. The class teacher (or another member of the Nursery/Reception team) will be at the door every morning and afternoon if there are any small concerns and parents are able to arrange a meeting with the class teacher if a longer meeting is required.

• We hold further curriculum workshops to guide parents in supporting their child's learning at home.

• Encouraging parents/carers to listen to their child read each night and to comment on reading progress in their reading diary.

• Encourage parents/carers to complete any extra home activities with their child. These activities are sent home via the children's Reading Records

• Discussing children's individual targets with parents/carers during our two formal Parents Evening's in the Autumn and Spring term. School reports are given out at the end of the year and parents are given the opportunity to discuss them with the teachers on an open evening in July.

. Parents are also able to view their child's Learning Journey books on request as well as being invited to half termly 'Welcome Wednesdays'. Parents can access and add to their child's digital Learning Journey through Tapestry.

NURSERY – We hold 'Stay and Play' sessions. Library books are sent home on a weekly basis.

It is important to stress that if parents are concerned in any way about their child they should telephone, email or call into the school to make an appointment to discuss their concerns with the class teacher or Early Years Coordinator or the Head teacher. Parents are kept informed weekly of all happenings in the school by half termly newsletters and weekly updates on the school website.

KEY WORKERS

As required in the Statutory Framework for the Early Years Foundation Stage 2026, every pupil in Nursery and Reception has a key worker. The key workers are the teachers or teaching assistants that work in EYFS. The key worker will:

• Plan and then support the children with some activities

• monitor and record the children's progress in those activities with written observations and photographs

• Plan next steps (alongside the teacher for teaching assistants)

• deliver specific activities that will help those children develop and learn

• be able to discuss the child's learning needs and development with their parents/carers, review the child's progress at regular intervals with parents/carers and contribute to, or write, their report.

• Help the children become familiar with the setting, so that they child feel safe and confident.

- Update Learning Journals and Tapestry in a timely manner.

SAFEGUARDING CHILDREN

Ladygrove Primary School and Nursery is guided by safeguarding principles, such as the Children Act, Keeping Children Safe in Education guidance and Early Years Foundation Stage (EYFS) safeguarding reforms: to ensure the pupil's safety and protect them from harm or abuse.

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted on CPOMS, shared with a Designated Safe Guarding Lead and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The Safeguarding Policy is available in school and on the website for parents to read if they wish.

At Ladygrove Primary School and Nursery, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage, 2026. We understand that we are required to:

• Promote the welfare of children;

• Ensure that EYFS children are within sight and hearing of an adult when eating

- Nutrient guidance is followed ensuring providers meet the requirement for healthy, balanced, and nutritious meals, snacks, and drinks.
- Allergy action plans developed, regularly reviewed, and shared with staff.
- Arrangements are in place to reduce choking risks.
- Children are seated appropriately during meals and snacks.
- Staff receive appropriate training in safe eating practices.

- Staff know how to respond to choking emergencies.
- Intimate Care Policy - Specific guidance is provided on toilet and intimate hygiene to ensure children's privacy and dignity are respected

. Ensure child absences are followed up promptly including prolonged absences and absences without notification.

• Promote good health, including oral health, preventing the spread of infection and taking appropriate action when children are ill;

• Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;

• Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;

• Ensure that the premises, furniture and equipment is safe and suitable for purpose;

• Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;

• Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

-Safeguarding training is renewed at least every two years, with evidence of its impact on practice.

-Whistleblowing procedures explicitly include volunteers and apprentices.

-Updated expectations are reflected in relation to safe eating and the use of mobile phones, cameras and electronic devices (See Safer Eating Policy, Technology policy)

-The Designated Safeguarding Lead has sufficient authority, receives appropriate safeguarding training, keeps their knowledge up to date, supports staff and understands local safeguarding arrangements.

-There is a stronger emphasis on safeguarding being actively monitored and embedded in daily practice.

-Staff are employed following the Safer Recruitment policy and the EYFS safeguarding reforms 2026.

-Ensure the supervision of staff is robust (see EYFS Supervision policy)

Strengthened Requirements: Recruitment, Suitability, Volunteers, Students and Apprentices

At Ladygrove we ensure:

-A written reference is obtained before recruitment.

-Enhanced DBS and Children's Barred List checks (where required) are completed before individuals begin working or volunteering. New starters must not begin work until these checks have been received.

-All staff understand their ongoing duty to disclose any information that may affect their suitability, including arrests, charges, cautions, convictions, court orders, reprimands, warnings or any other relevant information.

-Staff suitability is monitored throughout employment, with appropriate action taken where concerns arise.

-Volunteers, students and apprentices who require suitability checks complete them before undertaking work involving children.

-Volunteers and students are never left unsupervised with children.

They may only be included in ratios (in limited circumstances) where:

-They are suitable, competent and responsible.

-They hold a valid paediatric first aid qualification.

-They are working at a level below their level of study.

EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have an Equality Plan available at school which adheres to the Equality Act 2010.

ALL LEARNERS ARE OF EQUAL VALUE

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

WE RECOGNISE AND RESPECT DIFFERENCE.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take

account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary, their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a Special Educational Needs and Disability (S.E.N.D) and Gifted and Talented policy available at school.

HEALTH AND SAFETY

We have a Health and Safety policy (amended in line with the EYFS Safeguarding Reforms) which all staff are familiar with and we have designated people responsible for first aid in school. All members of the Foundation Stage team have had paediatric first aid training. The First Aid Policy is available to read on the website. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. During snack time and lunchtime the children are supervised by staff who have up to date paediatric first aid training. Staff ensure that all children are seated when eating and they are positioned so all children can be seen. Food offered in school is served to minimise the risk of choking and packed lunches are checked for choking hazards. Risk assessments are undertaken before and after school activities take place and before we embark on school outings and before visiting our outdoor learning areas. A Health and Safety Policy is available in School and to parents on request.

SLEEPING

The Department for Education (DfE), working with The Lullaby Trust, has published clarified safer sleep guidance to help early years providers keep babies and young children safe while sleeping. Key points from the guidance include:

- Babies aged 12 months and under must sleep in a cot only, including travel cots, Moses baskets and carrycots

- No toys, pillows, loose bedding or comforters are permitted in cots for babies under 12 months

- Babies must be placed on their backs to sleep, and children should be frequently checked and always within sight and hearing of staff

- The recommended room temperature for babies is 16–20°C, and children's heads must not be covered

- If a child falls asleep while travelling, they must be transferred to their own separate sleep space once back at the setting.

At Ladygrove the children will be placed onto a sleeping mat if staff observe the children becoming tired and sleepy. The sleeping mats will be placed in the 'rising threes' area of the nursery. A thermometer will be kept in this area so staff can monitor the temperature, area can be ventilated by opening windows. Blankets and comforters can be used but are to be kept to a minimum and the child's temperature will be monitored every 20 minutes. Blankets must be tucked under the child's shoulders. Children will be placed on their backs to sleep.

SCREEN TIME

Evidence shows that screens can have a big impact on children and their development in the early years. Screen use is limited to up to an hour a day for children aged 2 to 5. We take a precautionary approach to using screens in our setting by limiting screen use for children and only use it carefully and intentionally, for specific learning and development aims.

Restricting time children spend on screens at home and in school supports healthy child development, which requires sufficient sleep, play, real-world interaction and responsive adult engagement.

INTIMATE CARE

Intimate care may be defined as an activity required to meet the personal care needs of each individual child in partnership with the parent, carer and the child. In school this may occur on a regular basis or during a one-off incident. Ladygrove Primary School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all our children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain and adults and staff must be sensitive to each child's individual needs. Parents are required to complete an intimate care permission form at the beginning of the school year. We have an Intimate Care Policy available at school and on the website.

ALLERGIES AND INTOLERANCES

Parents/carers are asked to inform us of any foods their children are allergic or intolerant to or any foods they do not wish their child to eat prior to beginning in EYFS.

Appendix

- EYFS Statutory Framework 2026 EYFS statutory framework for group and school-based providers
- Birth to Five Matters Non-Statutory Guidance Birthto5Matters-download.pdf
- Development Matters Development Matters - Non-statutory curriculum guidance for the early years foundation stage

Policy- Document Status			
Date of Policy Creation	**September 2026 – reviewed every year annually**	**Named Responsibility**	E Barrow
Date of review completion	**September 2026**	**Named Responsibility**	Pupils, Staff, Parents and Governors
Inception of new Policy	**September 2026**	**Named Responsibility**	Joanne Weichlbauer
Date of Policy Adoption by Governing Body		September 2026	