

EYFS Policies and Procedures Policy

Policy Review Details

This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate.

This policy will be reviewed by the Full Governing Body on an Annual Basis

Date of Issue: Summer 2025

S. Farr

[Handwritten Signature]

Chair of Governors Signature

Headteacher Signature

Date of next review: Summer 2026

Contents

1. Aims	
2. Legislation	
3. Structure of the EYFS	
4. Curriculum	
5. Assessment.....	
6. Working with parents.....	
7. Safeguarding and welfare procedures.....	
8. Monitoring arrangements	

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 \(EYFS\) that applies from September 2021](#).

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

3. Structure of the EYFS

Our Early Years setting is one unit for FS1 and FS2

We have 26 Foundation Stage 1 places; delivering both 15 hours and 30 hour sessions and 30 Foundation Stage 2 places

The FS1 session times are:-

8.30am -11.30 am 15 hours session

12.05 pm -3.05 pm 15 hours session

8.30am -3.00pm 30 hour session

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

Our own curriculum is based on the needs of our children at Heather Garth Primary Academy. We have a heavy focus on developing the following:

- A love of books
- Development of fine motor skills.
- Opportunities to develop vocabulary
- Opportunities to develop independence

4.1 Planning

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 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

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.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

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

When children enter FS1 staff take account of any information from a child's 2-year-old progress check this 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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

Throughout the year all children are assessed using our own curriculum goals for each area of learning,

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 and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

FS1 children are assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The FS1 and FS2 teachers also helps families to engage with more specialist support through our family engagement workers if appropriate.

7. Safeguarding and welfare procedures

For Health and Safety reasons the wearing of Jewellery is not allowed e.g. necklaces, bracelets and earrings. Part of the curriculum is physical development and wearing jewellery of any kind can cause unnecessary risks, putting both the wearer and other children /staff at risk. Serious accidents have occurred because of contact between pupils wearing jewellery and other pupils or jewellery getting caught in equipment.

We would therefore always advise that if you are considering piercing your child's ears, this is undertaken at the beginning of the summer holidays so as to maximise healing time.

If a child is unable to remove jewellery, they will be offered an alternative role in the lesson but will not be allowed to take part in any contact activities.

Please note: Staff cannot remove piercings or take responsibility for any valuables at any point.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

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

To meet the needs of children we may introduce supervised tooth brushing. We follow [statutory guidance](#) for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Suitable People

If practitioners are taking medication that may affect their ability to care for children they must seek medical advice to ensure that providers are informed that they remain suitable to work with and look after children. All staff medication must be stored out of children's reach at all times.

All new staff must receive induction training to help them understand their roles and responsibilities within the setting and to be made aware of the welfare requirements. Practitioners must be alert to any issues of concern in the child's life at home or elsewhere

Mr D Fisher (Foundation Stage Lead) is responsible for the management and day to day running of foundation stage.

We will always ensure that at least one person with a current paediatric first aid certificate is present in the setting when children are present. Whenever first aid is administered a record must be kept in the whole school first aid log and a note must be sent home to inform parents of the treatment given. In the case of any head injury, whether first aid is required or not, and in the case of serious injury parents must be informed by text message or phone call dependent on the severity. For head injuries a first aid log and bump note must be given and a text message notification must be sent to parents/carers.

Each child will be assigned a key worker when they enter foundation stage. The role of the key worker is to ensure that every child's care is tailored to meet their individual needs, to help familiarise them with the setting and to liaise with parents in order to gather full and detailed understanding of the child. On a day to day basis, the class teacher will still have the main responsibility for the education and assessment of the children in their year group, but key workers will observe the children in their group more closely, keep up to date with how often they have been observed and develop an awareness of each child's needs and interests. Key workers will also keep a record of the comments made by parents about the children in their key worker group and ensure that they share with other practitioners any issues of interest to support planning and provision for the children within their group.

Only people over the age of 17 can be included in staff ratios. Children must always be within sight or hearing and usually within sight and hearing. Staff ratios at Heather Garth will be one adult to every 13 children, one of the adults will be a teacher and the other will hold a level 3 or equivalent qualification. On outings and excursions there must be

one adult for every 4 children under the age of 5 and one adult per 8 children aged 5 or over. At least half of the adults must be employed by the academy and a first aider must always be present.

Foundation Stage team

Mr D. Fisher: Foundation Teacher and Foundation Stage Lead

Miss Catherine Ball: HLTA

Ms J Bull and Miss R Wordsworth: Early Years Practitioners

The Early Year practitioners and HLTA are paediatric first aid trained.

Safeguarding

Practitioners must be alert to any issues of concern in the child's life at home or elsewhere. Staff must monitor the following issues of concern:

- significant changes in children's behaviour
- deterioration in children's general well-being
- unexplained bruising, marks or signs of possible abuse or neglect
- children's comments which give cause for concern
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images

Practitioners will follow the school's policy for safeguarding but must also observe the following procedures.

- Mobile phones and personal cameras must not be used to photograph children within the setting and mobile phones should not be used where children are present.
- The lead practitioner (Mr D Fisher) is responsible for liaison with the head teacher and local statutory children's services agencies.
- The lead practitioner must attend a child protection course that enables them to understand and respond appropriately to signs of possible abuse or neglect.
- The lead practitioner and Head Teacher must ensure that staff are trained to understand the safeguarding policy and have up to date knowledge.

- OFSTED must be informed of any allegations of serious harm or abuse by any member of staff or person working on the premises.
- Written consent must be received from parents in order to place photographs of the children on the school's websites. If consent is not provided, photographs of the child must not be placed on school websites as part of topic learning journeys etc.

Food and Drink

Drinking water will always be available either through their own water bottles brought in from home or through cups provided from school. Children will be able to access a healthy snack daily. Food for the children will be prepared in the kitchen and appropriate measures will be taken to ensure health and safety requirements are met. Surfaces in the kitchen area must be kept clean and hygienic. Staff are supervised at snack time and dinner time by a staff member who is pediatric first aid trained. Knives must be stored out of children's reach and must not be left out on work surfaces.

Adults and visitors present in Foundation Stage must only have hot drinks in lidded cups or flasks and should take special care to ensure they are not left unattended within the reach of the children.

Managing behaviour

- We support all children to develop their own positive behaviours through self-regulation.
- All behavioural issues are dealt with discreetly by a steady and regulated adult to ensure that no child is subjected to feeling shamed or embarrassed. (See the whole school behaviour policy for further details)
- We aim to adopt a positive approach to behaviour management so all efforts and incidences of good behaviour are praised and modelled to the other children through verbal praise.

Routine procedures

Foundation stage have a different approach to the use of the learning walls to the rest of school, we build up the picture of the children's learning experiences with the children. This can be in the form of an investigation area: an interactive area linked to the current topic, seasonal event or to a particular area of interest; or an interactive display of the children's learning and experiences linked to a theme on the computer that can be shared with parents and other pupils in the school.

At Heather Garth all foundation stage practitioners and students are expected to become involved in daily routines such as setting up activities, preparing resources and displays, ordering resources and tidying up procedures at the end of a session/day. All permanent practitioners will be involved in whole group storytelling and circle time carpet activities, the delivery of phonics and other whole group "teaching" sessions. All permanent and level 3 + qualified staff will be expected to supervise outdoor activities as well as utilise the outdoor environment as a full and viable learning space. All staff will be expected to be involved in learning both in the indoor and outdoor environment.

Changing children

All practitioners employed with the school must help to change a child whose clothing has become soiled following toileting accidents or illness. Students and visitors will not change a child personally but may be present to support an employee of the school. If appropriate, children should be encouraged to undress themselves in a toilet cubicle. Children should be changed and cleaned with 2 adults present if possible, if not ensure another adult is present within the room within sight of the child being changed. If a child is severely soiled and requires washing 2 adults must be present in the. Staff must ensure they are not in an enclosed place alone with no other adult visible whilst a child is in a state of undress.

Staff should wear protective gloves and an apron, to change and/or clean a child and place dirty clothing into a plastic bag, or into 2 if very soiled, then tie the bag and place it onto a child's peg to be returned to parents. Spare clothing is available in the setting if parents have not provided the child with spare clothing. Wipes are available to help clean a child and they should be placed into a nappy bag or yellow bag then disposed of in the nappy bin provided. For blood or vomit, bags should be placed in the first aid bin in the disabled toilet.

A record must be kept in the appropriate book each time a child is changed or cleaned by an adult of the child in question, the nature of the incident and the adults present whilst the child was changed or cleaned. This is to record the incident but also to keep a record of clothing borrowed by children. If clothing is not returned to school in a few days parents are contacted to remind them to return clothing. If clothing is still not returned a permanent member of staff should speak to the parents personally to request the clothing is returned. For children who require changing frequently, a permanent member of staff should request that the parents provide a change of clothes and changing materials (wipes, bags etc.) for the child to be kept on their pegs.

Where bodily fluids have been found in the setting they must be cleaned up by using the specialist materials – the caretaker should be contacted to clean up bodily fluids.

The EYFS unit follow all policies / procedures linked to school, please check our website for information to support this policy.