



A vibrant, happy learning
community for all of us



Greenways Early Years Foundation Stage (EYFS) Policy

Contents

1. Aims	3
2. Legislation	3
3. Structure of the EYFS	3
4. Curriculum	3
4.1 Planning	4
4.2 Teaching	4
5. Assessment	4
6. Inclusion and equality of opportunity	5
7. Working with parents and carers	5
8. Safer recruitment	6
9. Whistleblowing	6
10. Safeguarding and welfare procedures	6
11. Responding to allegations	7
12. Staffing ratios	7
13. Staff supervision	8
14. Paediatric first aid (PFA)	9
15. Attendance	9
16. Safer eating	9
17. Accidents or injuries	10
18. Safety of premises	10
19. Toileting and privacy	10
20. Behaviour Management	10
21. Missing child procedures	10
22. Monitoring arrangements	11
Appendix 1. List of statutory policies and procedures for the EYFS	11

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
- A safe, secure and stimulating environment, which promotes children's welfare and safeguard all pupils
- Children are supported to become confident, independent learners.

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.

We ensure compliance with:

- Safeguarding and welfare requirements
- Learning and development requirements
- Assessment requirements

3. Structure of the EYFS

Our Early Years setting can accommodate up to 120 children aged between 4 and 5 years across four classes. Our timetable is in line with the hours of the wider 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 environment enables children to access a range of flexible resources that promote their independent learning and appropriate risk-taking. The EY outdoor areas are set up into the following zones:

- Construction with large scale resources
- Sensory (water, sand)
- Mud kitchen
- Expressive and creative (role play, large scale mark making, dance and movement)
- Gross Motor (bikes, climbing frame, gross motor games and activities)
- Exploration (gardening, wind and rain exploration)
- Games

Learning intentions are always pre-planned using the curriculum overview and EYFS outcomes in all areas of the curriculum including during continuous provision. Staff extend and challenge learning through questioning,

scaffolding and modelling interactions which extends learning through play. Staff build good relationships with children and get to know their needs and interests, we celebrate diversity and different family contexts.

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.

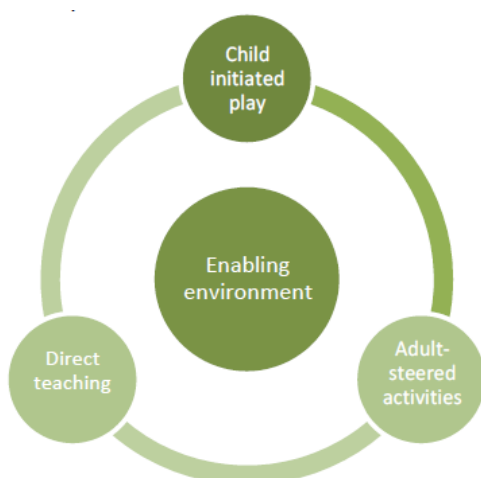
In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

At Greenways, our Early Years curriculum is intentionally designed to remove limits and barriers to children's outcomes, irrespective of background, circumstance or need. Staff have high expectations of pupils' behaviour and learning. Pupils know that they need to be ready, respectful and safe at all times. Our curriculum is specifically designed to ready children for their first and next steps in their education and to develop a love and readiness to learn. It is our intent that our curriculum offers not just breadth, but also depth so that children develop a deep flexible knowledge that they can apply to the world around them.

We enable children to develop a solid foundation in literacy, numeracy and to foster critical thinking, creativity, and problem-solving skills. By creating a nurturing environment, we inspire children to learn, play and grow with respect for themselves and others by challenging stereotypes and championing diversity and equality. Our curriculum aims to build the foundations for all children to be able to play an active role in our society.

4.2 Teaching

At Greenways, the 'Characteristics of Effective Learning' are processes which shape both provision and practice and enable teachers to understand how pupils learn.



Characteristics of Effective Learning
Playing and Exploring
ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'
Active Learning
MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do
Creative and Critical Thinking
THINKING Having their own ideas Making links Working with ideas

Staff 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.

Formal reading and mathematics sessions start at the beginning of reception. We follow the Read Write Inc Phonics scheme to support early reading and writing and the NCETM Mastering Number scheme to support our mathematics learning. Further information of both schemes can be found on the curriculum pages on the school website.

5. Assessment

At Greenways, ongoing assessment is an integral part of the learning and development process. 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.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA). The requirements for the RBA are set out in Annex B of EYFS statutory framework.

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 of 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 Trust schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

6. Inclusion and Equality of Opportunity

We are committed to inclusive practice and equality of opportunity for all children. Every child is entitled to access a broad, balanced and ambitious Early Years curriculum, regardless of background, ability or need.

High-quality, quality-first teaching underpins all provision. Children with special educational needs and disabilities (SEND) are supported through appropriate adaptations to enable them to access learning and make progress. This includes children who are more able, as well as those with specific learning difficulties

and disabilities. Where additional support is required, Individual Support Plans (ISPs) or equivalent provision plans are used to identify and monitor targets in specific areas of learning, in line with the school's SEND Policy.

Early identification of need, close collaboration with parents and relevant staff, and regular review of progress help to reduce barriers to learning. The inclusive approach promotes confidence, wellbeing and a strong sense of belonging for all children.

All pupils are provided with a safe and supportive learning environment. Learning experiences will enable all children to experience success, gain confidence and acquire competence. We give every child a means to communicate their needs and wants and use WIDGET visuals as a consistent approach to communication across EY. We value the diversity of individuals within the school, and strive to ensure that our resources are free from discrimination and stereotyping and concur with British values. As role models, teachers are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. We give children every opportunity to 'be the best that they can be'.

Children with special educational needs will be given support as appropriate to enable them to access the curriculum and achieve success. This includes children that are more able and require challenge, and those with specific learning needs and disabilities. We use Individual Support Plans (ISP) to identify targets in specific areas of learning for those children who require additional support.

7. 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.

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

The EYFS Profile is produced at the end of the year, this comprises the formative assessment of the year and summarises whether pupils have met expected levels of development across the seventeen Early Learning Goals. The outcomes are shared with parents and are used to inform the dialogue between Reception & Year 1 teachers about each pupil's stage of development.

Seamless Transitions

Families involvement with school begins even before children start in Reception and we are proactive in building good relationships. As part of the initial transition process, we offer induction meetings for families to visit the school to find out more information and have a tour. We also have the opportunity for EY teachers to visit children in their pre-school settings to help inform transition through dialogue with pre school staff. Parents and children are invited into their new classroom environment for a one to one meeting with their class teacher before starting school and are also invited to planned transition events with the rest of their new class.

Reception and Year 1 teachers work closely together to make the transition from Early Years to Key Stage 1 as seamless as possible. Reception children meet their year 1 teacher in July and have some time together in their new class as part of their transition. Learning walks are planned so that teachers and support staff visit both EY & Year 1 classrooms to gain a greater understanding of the children and their starting points. Reception and Year 1 teachers meet to discuss the pupils' profiles and individual needs.

Home School Links

We operate an 'open door' policy, whereby families can come and discuss any successes or concerns in an informal way at the end of the school day. We acknowledge that a successful partnership needs to be a two-way flow of information, knowledge and expertise. A key way of supporting learning at home is by taking part in reading activities, interacting with our online learning journal called Tapestry, playing maths games and engaging with the phonics scheme. We run regular workshops to support parents in continuing their child's learning at home as well as parent opportunities where families can come into school to engage in their child's learning.

Our approach to termly learning conferences (known as TLCs) is designed to engage parents and carers in their children's learning in school and at home. A mid term school report is written to provide an update on progress as well as how they engage as a learner informed by the Characteristics of Effective Learning.

As good attendance has a long-term impact on learning, it is important that we get it right from the start. There is no entitlement for holiday in term time and a system of tracking children's attendance and punctuality is monitored daily by the Pastoral Support Team (PST) who will make contact and visit the family at home as and when necessary.

8. 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 and safer recruitment policies for details of our safer recruitment procedures.

9. 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 head teacher. If the concern is about the head Teacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to a member of the Trust Leadership Group (TLG) or the Chair of Trustees.

See our whistleblowing policy for more detail on our procedures for handling whistleblowing.

10. 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 the safeguarding and welfare requirements of the Statutory EYFS Framework to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All safeguarding concerns are reported to the DSL through our safeguarding management information system, CPOMS.

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 may also inform the police.

We have a Designated Safeguarding Lead (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

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

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
- Refresh 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

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

See our Safeguarding policy for more information.

11. Responding to Allegations

All allegations against staff will be handled by the Head Teacher in line with the Trust's Allegations Against Staff policy. If an allegation is against the Head Teacher, this will be handled by the CEO, or an officer delegated by the CEO.

12. 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, we comply with infant class size legislation and have at least 1 teacher per 30 pupils.

13. Staff Supervision

We will ensure that all staff who have contact with children and families receive regular, effective supervision. Supervision will provide support, coaching and training, promote children's welfare, and foster a culture of mutual support, teamwork and continuous improvement, including opportunities for confidential discussion of sensitive matters.

Supervision arrangements will enable staff to discuss children's development and wellbeing (including safeguarding concerns), identify solutions to emerging issues, and receive guidance to enhance their professional practice and personal effectiveness.

14. Paediatric First Aid (PFA)

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. This PFA certificate is renewed every 3 years as required.

15. Attendance

We expect children to attend school everyday when they are well enough to do so and we will follow up on all absences promptly.

If a child is absent and 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.

16. 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.

We will consult with parents/carers to create allergy action plans for their child – with the help of health professionals, where appropriate. We will keep this information up to date and share it with all staff

We will prepare food in a way that:

- Minimises the risk of choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance

17. Accidents or Injuries

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of all accidents or injuries and any first aid treatment administered.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- o Accident or injury sustained by the child
- o 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.

18. 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 carry out daily risk assessments of indoor and outdoor environments to ensure they are safe and free from hazards.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

19. Toileting and Privacy

We make sure that there are:

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

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

20. Behaviour Management

Our EYFS classes follow our whole school behaviour policy, which can be found on our website.

We promote positive behaviour by:

- Establishing clear routines and expectations.
- Teaching children to understand and regulate emotions.
- Using restorative approaches where appropriate.
- Working closely with families where additional support is needed.

21. Missing Child Procedures

The procedures we will follow if a child goes missing, either from the school site or while on a school trip, can be found in our Missing Child Procedures on our website.

22. Monitoring Arrangements

This policy will be reviewed and approved by SLT every two years.

At every review, the policy will be shared with the local governing body.