Early Years Foundation Stage Policy

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

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.

Structure of the EYFS

We have two classes for EYFS children. Nursery takes children from 3 years. Children enter the Reception Class in the academic year (September) when they are to turn 5 years old.

Boths classes run every day. Nursery is run in the morning under a Senior Nursery Nurse. The Nursery children then join Reception for lunch, post lunch play and then the afternoon session under the Reception Class Teacher.

The two classes share a Learning Garden. Nursery does not attend swimming or the Achievement Assembly in Queen Anne's Chapel every fortnight (Friday at 2.15pm).

Nursery joins Reception and Year 1 at Forest School every fortnight (Wednesday morning).

EYFS Framework

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

The Prime Areas in More Detail

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. See further details under curriculum.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of healthy activity, and to make healthy choices in relation to food. See further details under curriculum.

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. See further details under curriculum.

Specific Areas of Learning

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest. See further details under curriculum.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures. See further details under curriculum.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. See further details under curriculum.

Expressive arts and design involves enabling children to explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their

thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology. See further details under curriculum.

Curriculum

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 addition 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.

Planning

The curriculum is planned in phases based upon continual assessments of the children's differing needs and experiences.

A long-term Plan guides our medium-term and short-term plans. The long-term plan ensures that all seven areas of learning and development are given equal emphasis and that all aspects of learning within the seven areas are covered regularly and frequently.

Medium-term plans are devised by the class teacher using the Statutory Early Years Foundation Stage Framework. These plans are used as the basis for teachers' short-term planning. The short-term planning is recorded using daily plans and continuous provision planners.

Planning encompasses a range of child-initiated, adult-initiated and adult-led tasks both indoors and outdoors. Ongoing observational assessments are used to inform planning for each child's continuing development through play-based activities.

Assessment

On entry to Nursery and Reception, all children are carefully assessed through informal observation, in order to ascertain stages of development, strengths and needs.
Further assessment in the Early Years Foundation Stage takes the form of regular observation, undertaken by the teacher and other adults as appropriate. These observations are recorded using Class Dojo, with summative judgements recorded on Classroom Monitor. Photographic

evidence of children's learning experiences are supplemented by feedback from parents and/or carers.

In Reception, each child's level of development in the seven prime and specific areas of learning and development is recorded against assessment criteria known as ELGs.

We send our end of year data of our Early Years Foundation Stage Profiles (EYFSPs) to Reading Local Authority to be measured against Local and National Data.

At the end of each term in Reception, we provide a written report to parents/guardians, reporting children's progress against the ELGs. At the end of Reception, the individual Early Years Foundation Stage profiles inform planning in Year 1, in order to support and extend pupils' learning at the start of Key Stage 1. In some cases, there is the need to track forward in Reception to the National Curriculum for Key Stage 1 in order to extend pupils who have progressed beyond the requirements of the ELGs.

Teaching and Learning

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.

The curriculum takes into account the specific needs of individuals and the class as a whole. Lessons may be taught as a whole class or in small groups and one-to-one support is provided where necessary. Much of the curriculum is delivered through continuous provision and enhancements linked to topics and children's interests. During continuous provision time, children have the opportunity to independently practise and further develop and explore their knowledge and skills. Learning areas and activities are designed to encourage child-initiated play and learning with adults observing and facilitating where necessary.

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.

Our policy on teaching and learning defines the features of effective teaching and learning throughout the school. Features that relate to the EYFS are:

- the partnership between teachers and parents and/or carers, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;

- the carefully planned curriculum that helps children work towards the ELGs throughout EYFS;

In planning and guiding children's activities, teachers reflect on the different ways that children learn. Three characteristics of effective teaching and learning in the EYFS are:

- **playing and exploring** – children investigate and experience things and 'have a go'
- **active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities; the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;

To support the characteristics of effective teaching and learning we:

- support learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- identify the progress and future learning needs of children through observations, which are shared with parents;
- engender good relationships between our school and the settings that our children experience prior to joining our school;

Assessment

At Caversham Prep 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.

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 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 carers.

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.

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 keep parents and carers up to date with their child's progress and development. The progress check 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. This person is normally the Teacher in Reception and the Senior Nursery Nurse in the Nursery.

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

Staff

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

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

Staff Supervision

Staff supervision meetings are held annually (or more frequently if deemed necessary) in accordance with our EYFS Staff Supervision Policy.

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 Safer Recruitment Procedures on Staff Teams.**

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 the Chair of Governors (Ian Lawson).

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing on Staff Teams (Safeguarding Team).

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.

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 on Staff Teams (Safeguarding Team) for more information

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 the DSL, who will in turn inform the LADO, 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).

Investigating the Concern

When a concern is received by the DSL– 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 Governors 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

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.

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:

- For children aged 3 and over:

Where a person with qualified teacher status, early years professional status, or early years teacher status is working directly with the children, we have at least 1 member of staff for every 13 children. At least 1 other member of staff holds an approved level 3 qualification

Where there is a person with qualified teacher status, early years professional status, or early years teacher status, an instructor or another suitably-qualified, overseas-trained teacher:

- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children

We comply with infant class size legislation and have at least 1 teacher per 30 pupils

Disqualification

Should we, as providers, or any of our employees become disqualified from their service in the EYFS for any reason, we are aware that we/they may no longer operate in our EYFS setting. Where we become aware of relevant information that may lead to disqualification of an employee, we take appropriate action to ensure the safety of children and notify Ofsted within 14 days. Please see our policy on Safeguarding, EYFS Staff Supervision Policy, and Whistleblowing Policy for further information.

Staff Medication

We are aware that practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, they must seek medical advice and we ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. All staff medication is securely stored and out of the children's reach at all times.

The Designated Safeguarding Lead (DSL)

We also have a DSL (Caroline Lawson) 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

Health and Safety

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.

Absence

We're required to promptly follow up on absences. If a child is absent for a prolonged period of
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 on Staff Teams (Safeguarding Team) for more on this, including our expectations of parents/carers to report child absences.

Oral Health and Tooth Brushing

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

We invite a dentist or dental nurse to speak to the children about oral hygiene. It is part of our Health Curriculum.

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, 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
- 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.

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.

Safety of the 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.

Toileting and Privacy

We make sure that there are:

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

Please see our Intimate Care Policy

Policy Administration

Linked Policies

This policy also needs to be in line with other school polices and therefore should be read in conjunction with the following school policies. This list is not exhaustive:

- Accessibility Policy
- Administering medicines Policy
- Assessment and Reporting Policy
- Behaviour Policy
- Collection and Late Collection Policy
- Complaints Policy
- Curriculum Policy
- Emergency Evacuation Procedure
- Emergency Lockdown Procedures
- eSafety Policy
- EYFS Staff Supervision Policy
- Fire Policy
- Food and Nutrition
- Health and Safety Policy
- Illness and Infectious Disease Policy
- Marking and Feedback Policy
- Missing Child Policy
- Outdoor Learning
- Promoting British Values
- Safeguarding Children
- Safer Handling Policy
- Safer Recruitment Policy
- SEND Policy
- Supporting Children with Medical Conditions
- Teaching and Learning Policy
- Whistleblowing Policy

Review Schedule

This policy is subject to annual review by the Head Teacher and Deputy Head unless circumstances require an earlier review.

Update and Review Log

Updated/ Reviewed By	Date	Notes
Caroline Kidao	1.08.18	
Andrea Hutchison	12.09.19	
Andrea Hutchison	10.09.20	
Andrea Hutchison	14.1.21	Update Formatting
Andrea Hutchison	Sep 21	Updated references to EYFS Statutory Framework 2021 and use of Class Dojo and Classroom Monitor.
Andrea Hutchison	Sep 22	Review and Update
Jacqueline Lawson	August 2025	EYFS Update 2025 because of the Updated EYFS Statutory Framework