



The Stalyhill Schools' Federation

Early Years Foundation Stage (EYFS) Policy

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At Stalyhill Schools Federation, we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

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
- Close partnership working between practitioners and with 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 2025 statutory framework for the Early Years Foundation Stage, linked here:

https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf

Structure of the EYFS

At Stalyhill Infant School, we have a two-form Reception intake, which translates to two classes of 30 children. Following a short period of phased induction at the beginning of the year, all Reception children remain in school from 8.50am to 3.15pm and eat their lunch in school.

When deciding which class to place children into, staff take into account information provided by nursery settings and parents and endeavour to keep children who have attended a particular nursery setting together where possible. For more details on how we allocate classes, *please see our Class Allocation Policy*.

During the school day, children in Reception access both indoor and outdoor learning environments. They enjoy breaks in the school playground in both the morning and afternoon and our lunchtime runs from 12pm to 1.15pm every day.

Curriculum

Our Reception classes follow the curriculum as outlined in the 2025 Early Years Statutory Framework for group and school-based providers.

The EYFS framework includes 7 areas of learning and development and the characteristics of effective learning 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

All of these areas of learning and development are underpinned by the characteristics of effective learning. They are crucial in supporting the children's behaviour and attitudes in addition to aiding them in being effective and motivated learners.

The characteristics of effective learning are:

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically - thinking

Early Reading

At Stalyhill Infant School, we are determined that each and every child will leave our school as a reader, and this journey starts with us in Reception. Staff teach the children to read by delivering daily systematic, synthetic phonics using the Read, Write, Inc. phonics scheme. As the children's knowledge of sounds grow alongside their ability to blend and read, a guided reading session, using Read, Write, Inc. reading materials, is added. This gives the children the opportunity to apply what they have learnt alongside developing their vocabulary, comprehension and love of reading.

We feel that it is important that your children can share their progress in reading at home and therefore, send at least one book home per week. To ensure that your child feels successful when reading, their books are carefully chosen for each individual child to match the grapheme-phoneme correspondences that they know.

Developing a love of reading is very important to us and so staff use and share books in their everyday practice. Staff share stories every day, ask members of the community to come into school and share a story with the children, as a school, we participate in events such as World Book Day, staff plan the children's topics around books to engage them in their learning and use our school library to have special moments sharing a book.

The EYFS Environment at Stalyhill Infant School

The Reception classroom at Stalyhill Infant School is a large, open plan space that accommodates 60 children. There are two distinct classes in the room, each with its own named teacher. We also employ a number of Teaching Assistants, based on a ratio of 1:15, that share their time between the two classes.

Each class has its own carpet area within the classroom with the rest of the room being made up of carefully designed learning bays and areas that maximise learning opportunities for the children in the full range of EYFS areas of learning.

The Reception classroom is self-contained and has a toilet block attached, to which children are able to go as and when they need to.

The Reception classroom also benefits from its own secure outdoor area. This area is specifically designed to support outdoor learning and is often incorporated into the child-led and/or focused learning of the day.

The Reception children also use areas in the wider school throughout the day. These are;

- The main school playground – break times and lunchtime

- The forest school hill and gardens – during planned learning times
- The school hall – assemblies, lunchtime and PE
- The library

The use of these wider areas and opportunities for regular socialising with the older children in school supports the Reception children in their transition as they move to Year 1.

All areas in the Reception class and indeed the wider school are fully wheelchair accessible.

Planning Teaching & Learning in the EYFS

Teaching in Reception is fluid and responsive to the needs of individual children and the needs of the cohort as a whole. Our experienced Reception team spend the first few weeks of the year getting to know the children, their strengths and prior experiences and then plan learning experiences to enable the children to move their learning forward. For this reason, no two years in Reception will ever look exactly the same as no two cohorts are ever the same.

Staff plan activities and experiences that enable children to develop and learn effectively by taking into account the individual needs, cultural capital, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experience. Where appropriate, staff plan 'in the moment' learning and use their time working directly with the children to enrich the children's language and literacy at every opportunity. They plan experiences and activities that show the children the 'awe and wonder' of the world around them in order to prepare them for future success. 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.

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, using 'in the moment' planning to guide their development through warm, positive interaction.

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

Assessment

Assessment in Reception has changed significantly in light of the EYFS Reforms.

At Stalyhill Infant School, we know that the best use of staff time in Reception is working directly with children, both individually and in groups, to move children's learning forward and teach key skills and knowledge. In line with the new EYFS reforms, we have therefore removed the need for staff to complete high numbers of daily observations, formally record all achievements and complete tick lists.

At Stalyhill Infant School our EYFS curriculum has been written in line with Development Matters 2021, with the addition of further skills, knowledge and experiences that we feel are appropriate for our children, families and community. We are confident that this comprehensive, progressive and carefully designed curriculum will enable the vast majority of children to reach the ELGs by the end of the year.

Baseline Assessment

On entry to Reception, a Baseline Assessment is completed on each child. This is usually done within the first 2 weeks of a child attending school full-time. The Baseline Assessments give staff a clear starting point for children and are used to evidence each child's progress during their time in school from Reception to Year 6.

Ongoing, formative assessment

Staff in Reception meet each week to discuss children's attainment and progress against the intended learning outcomes, in all areas of the curriculum, for that week. Within these discussions staff identify children that have not reached the desired outcomes and any barriers to learning that have been

identified. These children are then targeted for immediate, additional input in order to close the gaps as quickly as possible. Any identified gaps and barriers across the cohort are also used to inform future planning and next steps in learning.

One piece of English and one piece of maths learning is collected per child, per week, these are kept in the children's books. All other areas of learning are documented in the class floor books.

At the end of each half term, a Reflection week is held, during which staff provide tasks and activities that enable the children to showcase the learning they have completed over the half term. This provides staff with a clear opportunity to assess knowledge and skills as well as the depth of knowledge and independence the children are able to evidence when completing the tasks.

It is at this point that staff complete formal observations and record their assessments of children's learning.

Summative Assessment

At the end of each term, Reception teachers complete a termly data tracker for each child, based on their teacher knowledge, learning recorded in books and any additional evidence collected, including assessment information collected during Reflection Weeks.

Reception staff engage in regular moderation, within the EYFS staff team and whole school staff, to ensure assessment judgements are accurate and to clearly identify what outcomes staff would expect to see at each particular stage in the year. They then share this data with SLT in the termly Pupil Progress meeting.

In the summer term children are finally assessed against the EYFSP and a final assessment judgement is made which is shared with parents in their child's end of year report. To ensure that judgements against the ELGs are accurate, Reception teachers attend the local authority moderation meeting, alongside many other professionals from the borough.

Working with parents

We recognise that children learn and develop most effectively when there is a strong partnership between school and parents and/or carers.

Where parents and/or carers wish to discuss an issue or concern regarding their child, they should seek to contact the child's named teacher in the first instance.

Members of the Reception team are available at the classroom door each day and are happy to have brief chats with parents and/or carers before and after school. If parents and/or carers have a concern or issue to discuss which may take longer than a few minutes, we ask that they make an appointment to meet with a member of the Reception team at their earliest convenience.

Parents/carers are kept up to date with their child's progress and development; we offer two parent's evenings per year – one in autumn term and one in spring term. At the end of the year all parents and/or carers of Reception children will also receive a written report that provides a well-rounded picture of their child's knowledge, understanding and abilities.

This report will also provide parents/carers with the results of the EYFS profile for their child and will state whether their child is emerging or expected in all of the EYFS areas of learning. Parents and/or carers will then be given another opportunity to come in to school and discuss the report with staff should they need to.

All EYFS planning is available on the school website for parents to view.

Parents and/or carers are welcome to make an appointment at any time throughout the school year to have a look at their child's books.

Notifications, reminders and updates are sent electronically to parents via our Parentmail system.

Safeguarding and welfare procedures

Our EYFS safeguarding and welfare procedures are outlined in our school Child Protection and Safeguarding policy and mirror the procedures of the wider federation.

This includes –

Attendance procedures
Safer recruitment of staff
Whistleblowing
Confidentiality
Management of disclosures

In addition to the wider federation safeguarding procedures, staff in the EYFS are now required to undertake safeguarding training every two years (previously every three). This is delivered via the National College.

At least one member of the EYFS staff team holds a Paediatric First Aid qualification (PFA).

Toileting and Nappy Changing

The vast majority of children attending the school's Reception setting are expected to be toilet trained, however there are of course some instances, usually linked to wider additional needs, in which a child may attend school wearing nappies. It is also not uncommon for children in the EYFS to have toilet accidents and need staff support to change their clothes.

In the event of needing to change a nappy, staff will bring the child to the adult disabled toilet in the office corridor where there is an electric changing bed specifically for this purpose. The area around this toilet is private and free from other children. To maintain safeguarding procedures, the adult changing the child will prop the door open slightly. The electric changing bed is routinely serviced annually.

When needing to supervise a child following a toilet accident, staff members will usually bring clean clothes to the child's toilet cubicle and support them to clean themselves and change their own clothes. In the event of a particularly bad accident or where a child is clearly unwell, staff may call parents to come and change/collect their child.

Safer Eating Practices

Following the changes to the EYFS Framework 2025, a Paediatric First Aid (PFA) trained staff member must be physically present in the room during meal and snack times, not just on-site. The staff member must be seated and facing the children to supervise effectively and respond to choking or allergic reactions.

In Reception, all children sit on the carpet to eat their snack, facing the class teacher. The staff member trained in Paediatric First Aid remains in the room for the duration of the snack period.

At lunchtime, our Senior Midday Assistant, who holds a PFA qualification, remains in the dinner hall with the Reception children, closely observing them eat.

EYFS Staff supervision

The EYFS Framework 2025 clearly states that all staff working with children in the EYFS should receive regular supervision from senior leaders; staff working in early years and childcare have a responsibility to safeguard the children in their care. Practitioners can only achieve this effectively if they:

- a clear about what is expected of them
- have the skills, knowledge, values and attitude's to carry out their role
- are fully supported in their role and managed affectively

Supervision is one of the ways in which this can be achieved. It is a regular, planned, accountable two-way process which should offer support and develop the individual. Its purpose is to monitor the progress of practitioners and to help them improve the quality of their work they do which will improve outcomes for

children. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any other concerns raised about an individual's or colleagues practice.

Lessons learnt from Serious Case Reviews have found that supervision is crucial for practitioners working in the Early Years and Childcare Sector, as supervision is essential to help them cope with the emotional demands of work with children and their families.

At Stalyhill, we have created a Supervision Agreement and meeting template to be used with EYFS staff. EYFS teachers will receive their termly supervision following their termly Pupil Progress meetings. Teaching Assistants working within the EYFS receive termly supervision from the EYFS lead.

Key point to note –

As the staff in EYFS follow the same Child Protection procedures as all other staff across the Stalyhill Schools' Federation, all staff know that they must report a safeguarding concern or disclosure immediately to the DSL/DDSL either in person or using the school's CPOMS system and should not wait until a supervision meeting to raise a concern.

Monitoring arrangements

This policy will be reviewed and approved by the Headteacher every three years. At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

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

Appendix 2. EYFS Supervision Agreement

Introduction

Supervision for staff working in the EYFS will be held in accordance with the Stalyhill Schools' Federation EYFS policy.

Arrangements for meetings

Supervision meetings should be held at least termly, taking into consideration individual need and role within the organisations. Supervision frequency will be made in agreement with employee and supervisor.

Meetings with EYFS teachers will be held following the termly Pupil Progress meetings. Meetings with Teaching Assistants will be scheduled in termly by the EYFS lead.

Supervision meetings will last for approximately: 1 Hour

Meetings will be held in a private room/office. It is the supervisor's responsibility to locate a suitable room.

Recording meetings

The supervisor is responsible for recording supervision meetings. The notes should reflect the nature of discussions at the meeting and contain all action points.

A copy of the notes will be provided to the employee within 5 working days of the meeting.

Notes and agendas of supervision meetings will be circulated via email and kept filed in each individual's personal file.

Confidentiality

The content of supervision meetings will be confidential to the two people concerned, except where either person needs to speak to the supervisor's line manager (in which case the other person will be advised of this). It is agreed that certain information will be shared with others (e.g. training needs or matters which affect other people). The supervisor's line manager needs to check supervision records for monitoring purposes. If either person is unclear about the boundaries of confidentiality on a particular issue, this will be discussed at the time the issue arises.

Equalities

We recognise that discrimination against people, on grounds of race, gender, disability, age, sexual orientation, religion or belief and for other reasons, can exist in overt and covert, unintentional forms. We agree that anti-discriminatory practice should be promoted through the supervision process, by addressing issues of diversity and equality positively, openly and with sensitivity.

Content of meetings

Regular items for supervision meetings will be:

- Notes and actions of previous meeting
- Children's progress
- Organisational/ legalisation updates
- Health and wellbeing of staff member
- Training needs
- Positive achievements
- Disclosures relating to their own appointment
- Any other business

The employee will be responsible for advising the supervisor in advance of any items he/she wishes to discuss at the meeting, under any of these headings, for inclusion on the agenda. The supervisor will prepare the agenda and send it to the employee at least one day ahead of each supervision meeting.

Appendix 3. EYFS Supervision Proforma

Name of staff member	Job title
Name of Supervisor	Date

Agenda – Standing Items
1. Review Previous Actions
2. Key Children's progress, particularly any concerns of development or wellbeing (Safeguarding Concerns should be recorded on Safeguarding Supervision form and held in child's file). Always include a discussion on EYPP children, Funded 2 yr. olds and other vulnerable groups.
3. Organisational/ Legalisation updates to check understanding and have an opportunity to support member in implementation.
4. Health and Wellbeing of staff member
5. Identify future training needs (formal and informal continuous professional development needs, reading, visits etc.)
6. Positive Achievements (Impact of training CPD, feedback from children and parents etc.)
7. Disclosures: Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Early Years Foundation Stage 2021.
8. Any other business
Summary of discussion (against numbered points)

Future Agenda Items
Date of next meeting
Signature of supervisee
Signature of supervisor