

Early Years Foundation Stage Policy



Review Date

March 2026

Ratified

April 2026

Next Review Date

March 2028

Responsible Directorate

Education

About ATT

Our Values



ATT2030 sets a values-driven culture that is explicit about how we work and lead:

Belonging & Becoming: we meet each child where they are and refuse to leave them there - giving them both roots and wings.

Integrity & Excellence: we act ethically, celebrate excellence, and pursue high standards in all that we do.

High Trust, High Accountability: decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people - pupils and adults - that we are forming:

Capable: equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.

Competent: possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.

Confident: feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.

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1.0 Aims

- 1.1 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
 - Statutory duties are in place relating to Early Years Foundation Stage
- 1.2 The policy is based on the requirements outlined in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1st September 2025.

2.0 Legal Framework

- 2.1 This policy has due regard to statutory legislation, including, but not limited to:
- The *Education and Inspections Act (2006)*
 - The *Health Act (2006)*
 - The *Equality Act (2010)*
 - The *Education Act (2011)*
 - The *Education (Independent School Standards) Regulations (2014)*
 - The *Immigration Act (2016)*
 - The *General Data Protection Regulation (GDPR)*
 - The *Data Protection Act (2018)*
 - *Statutory Framework for the Early Years Foundation Stage (DfE, 2025)*
 - *Development Matters (2023)*
- 2.2 When referencing safeguarding policy and practice, the latest Keeping Children Safe in Education will be used for all statutory requirements.

3.0 Structure of EYFS

- 3.1 Academies will have an Early Years structure that reflects the needs of the community that they serve. This may consist of a Nursery and Reception or a Reception class. The number of pupils within each class reflects the PAN (pupil admission number) that is agreed with individual local authorities. This information can be found on the academy website.

4.0 Curriculum

- 4.1 Our early years setting is outlined in the latest EYFS statutory framework.
- 4.2 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.
- 4.3 The prime areas are:
- Communication and language
 - Physical development
 - Personal, social and emotional development
- 4.4 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

4.5 The EYFS characteristics of effective teaching and learning focus on *how* children learn rather than *what* they learn, highlighting three key areas:

- Playing and Exploring (Engagement)
 - **Finding out and exploring:** Children show curiosity, use their senses to investigate, and act out experiences.
 - **Playing with what they know:** Children use familiar objects to represent ideas in imaginative play.
 - **Being willing to 'have a go':** Children initiate activities, take risks, and learn from mistakes.
- Active Learning (Motivation)
 - **Being involved and concentrating:** Children maintain focus, deeply involving themselves in activities.
 - **Keeping on trying:** Children show persistence, overcoming difficulties to achieve goals.
 - **Enjoying achieving what they set out to do:** Children take pride in their accomplishments and feel self-satisfaction.
- Creating and Thinking Critically (Thinking)
 - **Having their own ideas:** Children think creatively, developing their own strategies and ideas.
 - **Making links:** Children recognize patterns, make connections, and predict what might happen next.
 - **Working with ideas:** Children test their ideas, develop strategies, and review their progress.

4.6 Each academy will have an Early Years curriculum designed to meet the needs of the pupils within their community. The curriculum set the foundations for the child's educational journey and is the building blocks for progression for Key Stage 1 and 2.

5.0 Teaching, Language and Assessment

5.1 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.

5.2 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.

5.3 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.

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

5.5 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.

5.6 They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

- 5.7 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.
- 5.8 At Academy Transformation Trust, 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.
- 5.9 Staff review children's progress and provide parents and/or carers with a written summary of the child's development with a focus on all areas of learning. This 'progress check' points within Development Matters can be used to support practitioners in making informed assessments about the areas in which a child is progressing well and the areas in which additional support is needed. It also focuses on any areas of possible concern, which may indicate a disability, special educational need or developmental delay. The progress check will describe the activities and strategies that the school intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate.
- 5.10 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]
- 5.11 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')
- 5.12 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.
- 5.13 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.
- 5.14 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.
- 5.15 Parents are informed of their child's progress through parents' evening and end of year reports. If parents would like to discuss any information relating to their child in between these times, they are warmly invited to contact their child's class teacher to arrange an appointment.

6.0 Working with parents and carers

- 6.1 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.
- 6.2 We keep parents and/or 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.
- 6.3 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.

- 6.4 We ask parents/carers to provide more than 2 emergency contact numbers for their child to be kept on records.

7.0 Staff

Staff training

- 7.1 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 annually, 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 [this can be found on academy websites]
- 7.2 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

Safer recruitment

- 7.3 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
- 7.4 See our safeguarding policy for details of our safer recruitment procedures [\[this can be found within the safeguarding policy on the academy website\]](#).

Whistleblowing

- 7.5 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.
- 7.6 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 Principal. If the concern is about the Principal or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the Director of Safeguarding and HR (contact details can be found on The Academy Transformation Trust website).
- 7.7 See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing [\[this can be found on the academy website\]](#).

8.0 Safeguarding and Welfare

Staffing ratios

8.1 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:

8.2 For children aged 3 and over:

- 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 most 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
- For all other classes, 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, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
- At least 1 member of staff must hold an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
- At least half of all other staff hold an approved level 2 qualification

For reception classes in maintained schools and academies:

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

For mixed classes in maintained schools and academies:

- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

Paediatric first aid (PFA)

8.3 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. Within Early Years, all staff are trained in Paediatric First Aid.

The designated safeguarding lead (DSL)

8.4 We also have a 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

Absence

8.5 We're required to promptly follow up on absences.

8.6 If a child is absent for a prolonged 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.

8.7 See our attendance policy (found on the academy website) for more on this, including our expectations of parents/carers to report child absences and home visits for welfare checks.

Oral health and tooth brushing

8.8 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
- Liaising with the local services to provide information to parents and carers

8.9 Where we have introduced supervised tooth brushing, we use a supervised tooth brushing programme, to support the children's oral health. We follow [government guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe. Permission is gained from the parents prior to the event and quality assurance takes place via the government toothbrushing team.

Safer eating

8.10 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, in easy site of staff members.

8.11 Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

8.12 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.

8.13 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.

8.14 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.
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

8.15 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](#)

8.16 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

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

8.18 We keep a written record of accident or injuries and any first aid treatment.

8.19 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

- 8.20 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 premises

- 8.21 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.
- 8.22 We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.
- 8.23 Daily checks of the equipment and classroom spaces are conducted for safety.

Toileting and privacy

- 8.24 We make sure that there are:
- Enough toilets and hand basins available for the children
 - Suitable and hygienic nappy changing facilities
 - An adequate supply of necessary items such as clean bedding, towels and spare clothes
 - Separate toilet facilities for adults
- 8.25 During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.