



Early Years Foundation Stage (EYFS) Policy

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Diversity Policy Statement

The Trust willingly accepts not only its legal responsibilities and those detailed in the Equality Act 2010 but also wishes to embrace best practice in all areas of its work to secure equality of both treatment and outcome for all.

The Trust is therefore committed to ensuring that no-one is treated in any way less favourably on the grounds of personal differences such as race; national, ethnic or social origin; gender (including reassigned gender); sexual orientation; religious belief; age; disability; marital status; caring responsibilities or political or other personal beliefs.

We will implement all necessary action and training to ensure that the commitment of the Trust with regards to equality of treatment and outcome are fulfilled and will regularly monitor and review progress made in this respect.

This statement should therefore be applied in accordance with this policy.

Document Properties	
Document Owner	Trust Board
Organisation	Impact Education
Title	EYFS Policy

Version History			
Date	Version	Status	Summary of Changes
September 2022	1.2	Approved	
October 2023	1.3	Approved	Updated following changes to statutory guidance.
September 2024	1.4	Approved	Updated following changes to statutory guidance.

For the purpose of this policy the following representatives need to sign off this document:	
Role/Department & Responsibilities	Name
Chair of Trust Board	Jo Kaye

Website:	
Yes/No	Yes

1. Aims

At Berry Brow Infant and Nursery Academy being part of IMPACT EDUCATION MAT (IEMAT), there is a deep commitment and understanding of a broad, balanced play-based learning approach in early years provision.

Through a carefully planned indoor and outdoor provision, children become confident, independent, and active learners who are physically and emotionally healthy.

Our provision represents the belief that each child is unique and learns best when they have secure, positive, and responsive relationships with adults and peers.

Our learning environment promotes quality interactions, ignites curiosity and motivation for learning and exposes children to use their independent learning and investigative skill

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework effective 4th January 2024:

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

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

3. Structure of the EYFS

At Berry Brow Infant and Nursery Academy, our Early Years unit includes a 16-place nursery and 30 place Reception. We offer 15- or 30-hours provision, with paid sessions available for those families not eligible. We also offer full wraparound care through Breakfast club and after school club.

Our

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2024 EYFS statutory framework.

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

The prime areas are:

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

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

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Planning is the key to making children's learning effective, exciting, varied and progressive. It enables staff to build up knowledge about how individual children learn and make progress. It also provides opportunities for staff to think and talk about how to sustain a successful learning environment. We provide opportunities to teach and learn in both the outdoor and indoor environment.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Children in Nursery and Reception take part in whole class and small group sessions which are tailored to meet their age and stages of development. These daily group activities include phonics, literacy and maths sessions as well as story times and talking times.

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

5. Assessment

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

Within the first 6 weeks that a child starts at our provision, practitioners will assess the child's learning needs using the assessment tool 'Wellcomm' speech, language and communication toolkit. For children **starting in reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

At Berry Brow Infant and Nursery Academy recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development, through regular informal engagement and twice-yearly formal parent meetings. Parents/Carers also receive an end of year report. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

At Berry Brow Infant and Nursery Academy we recognise children learn best when they are healthy, safe and secure and when they have positive relationships with the adults caring for them. We understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for EYFS (2024) and have regard to the Keeping Children Safe in Education (2024) document. We understand that all staff are required to:

- Protect children from maltreatment
- Prevent impairment of children's mental and physical health or development
- Ensure that children grow up in circumstances consistent with the provision of safe and effective care
- Take action to enable all children to have the best outcomes

We endeavour to meet all these requirements and staff receive annual safeguarding training to ensure their knowledge of the safeguarding requirements are up to date. The Designated Safeguarding Lead for Foundation Stage is Lynsey Blackburn. Any concerns about a child's welfare should be recorded and passed on accordingly. Our full safeguarding and welfare procedures are outlined in the schools Safeguarding and Health and Safety policies. The full Safeguarding and Health and Safety Policy are available in school for parents to read if they wish.

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

7.1 Oral Health

We promote good oral health, as well as good health in general, in the early years by

- Discussing the effects of eating too many sweet things
- Asking parents/carers to only send water to drink
- Discussing the importance of brushing your teeth

7.2 First Aid and Medication

A large number of staff members across the EYFS hold Paediatric first aid qualifications. These members of staff are clearly identified within each unit, and all staff are aware of who they are. We follow the school first aid procedures for the treatment, recording and reporting of accidents and injuries. When children need medication at school parents are required to fill out administering medication forms which require parents to outline the medication and dosage. The medication is securely stored accordingly in a locked cupboard or fridge.

7.3 Intimate care

Children in Nursery, and older children with SEND may require nappy changing. All parents will discuss their child's nappy changing routine with the appropriate member of staff. Procedures are in place for nappy changing as outlined in the Intimate Care Policy.

7.4 Use of cameras and mobile phones within Foundation Stage

Upon admission we obtain explicit parental consent allowing us to collect evidence, such as photographs and videos with the specific purpose of documenting their child's learning and for assessment purposes. Parental consent is obtained if their child's photograph or video is wished to be used for any other requirements, such as appearing in the school Twitter account or appearing on the school website. Any consent obtained is documented and includes a record of how and when consent was obtained. The use of personal cameras and mobile phones by staff and parents in the units is prohibited. If staff require use of a mobile phone, they must ask a senior manager for permission.

7.5 Risk assessments

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. Risk Assessments for both the indoor and outdoor learning environment are in place and are shared with all early years staff. Risk assessments are regularly updated by the School's Health and Safety Officer. The purpose of our risk assessments are to ensure that the premises, furniture and equipment is safe and suitable for purpose. Further details can be found in the schools Health and Safety policy.

7.6 Emergency Evacuation

An emergency evacuation procedure is a placed and displayed for all to see within the units. Some children may require one to one support to exit the building if so, this is stated in their management plans and staff involved are informed of this role in an event of an emergency evacuation.

8. Monitoring arrangements

This policy will be reviewed and approved by the Trust EYFS Lead on a bi-annual basis. At every review, the policy will be shared with the governing board.

Sign off	
Adopted by IMPACT Education Trust Board on:	September 2024
Chair of IMPACT Education Trust Board:	Jo Kaye
Next Review Date:	September 2026

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 policy