



**BEWSEY LODGE
ACADEMY**
THIS IS OUR PLACE

Early Years Foundation Stage (EYFS) Policy

2025-2026

Reviewed:	January 2026
Next review date:	September 2026

Contents

1. Aims.....	2
2. Legislation.....	2
3. Structure of the EYFS	2
4. Curriculum	3
5. Assessment	4
6. Working with parents and carers.....	5
7. Staff	6
8. Safeguarding and welfare procedures.....	7

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

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.

3. Structure of the EYFS

Session offer:

Nursery (3+4yrs)

Am Session (15hrs): 8.30am-11.30am

PM Session (15hrs): 12.30pm-3.30pm

30 Hour funded sessions: 8.30am – 2.30pm

Reception (4+5yrs)

Monday – Wednesday: 8.45am – 3.15pm

Thursday: 8.45am – 4.15pm

Friday: 8.45am – 3pm

Charges:

- Nursery 15 hour funded sessions: No Charge
- Nursery 30 hour funded sessions: No Charge
- Nursery additional hours (where available): £5 per hour

- Nursery and Reception Snack: £2 per week

We have the option for children to start Nursery as soon as they turn 3, if there are places available (this is at a cost of £5 per hour until their eligible funding starts).

Foundation Stage Staff

Jen Albiston – EYFS Leader & Reception Orange Teacher

Sophie Billinge – Reception Red Teacher

Natalie Kirkham – Nursery Lead

Jack Geaney & Gemma Nicholson – PPA cover

Nathan Riley – PE Specialist

Penny Jones – DP1 teacher with Reception children

Amy Mullen - Year 1 Teacher + SENCO

Kathryn Kearns – Year 1 Teacher

Tallulah Stretton, Gemma Stretton, Lauren Wailes – Teaching Assistants in Foundation Stage

Tracey Woods & Jenny Carey – Teaching Assistants in Y1

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 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.

4.2 Teaching

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.

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.

Continuous Provision

At Bewsey Lodge, we aim to ensure:

- a clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the EY curriculum.
- an environment that facilitates independence, curiosity and hands on play based learning.
- that Continuous Provision enables children to explore recent learning, practice new skills and follow their own interests.
- staff enhance Continuous Provision through careful intervention, with a focus on development of oracy skills
- carefully chosen and organised high quality resources and experiences that are constantly available for children to access independently across every area of their learning.
- clearly labelled resources for children to access independently.

Outdoor Learning

The environment, both indoors and outdoors, plays a key role in enabling and extending children's learning and development.

Children are encouraged to find and use equipment and resources independently and these are organised to allow all children including those with a disability and/or SEND to explore and learn in a secure and safe space for most of the day. Children are able to free flow between indoor and outdoor areas whilst remaining in ratio following statutory guidance for the EYFS.

When planning for outdoor learning we will be carefully considering:

- Children wearing suitable clothing, including waterproofs that the school provides
- Free flow arrangements so children are encouraged to follow their own interests
- Extending the learning in the classroom – so that all curriculum areas are covered
- Health and wellbeing (PD, PSED) understanding nature and growing opportunities
- Opportunities for all

All children have opportunities to explore the outdoor learning environment through free-flow. They have the same opportunities to access the curriculum outdoors and indoors. Focused teaching occurs outdoors and indoors and children have opportunities to interact with all members of staff

5. Assessment

At Bewsey Lodge Academy, 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.

On entering Nursery, the children are assessed through observation and teacher judgment. The aim is to assess the children within a three-week period of their start date and to share this starting point with parents through learning stories and informal conversations.

At the end of the child's time in Nursery they receive a report which highlights their achievements. When a child comes to the end of the Early Years Foundation Stage (at the end of the Reception class year) the E-Profile is completed and a formal report is formulated.

The parents receive formal opportunities during the year to attend parent's evenings where overall progress will be discussed. They also have the opportunity to look through their child's learning journey online on a daily basis and can attend stay and play sessions half termly.

In Reception, children have a writing book to evidence all teacher led writing activities, individual maths books to support 'Maths No Problem' delivery. Children in both Nursery and Reception have whole class maths and topic floor books to show collaborative learning across the rest of the week. Independent activities and other 'wow' observations are recorded on Tapestry.

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 with the child's year 1 teacher. This helps to form 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 with their parents and/or carers (statements from a child's baseline assessment can be shared upon request).

In exceptional circumstances, after discussion and only in agreement with parents and/or carers and other professionals, 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 local schools that form the Multi Academy Trust (MAT), to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

6. 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. As children's learning begins at home and we value the contribution families make towards their child's education.

We seek to develop an effective partnership with parents/carers through:

- A key worker approach. Each team member is responsible for a specific number of children from the total group to act as a contact point for parents/carers.
- In Reception the EYFS teacher is the Key person with support from the Teaching Assistant
- Provide a professional, friendly atmosphere in which parents/carers feel comfortable to share concerns, feel welcome and valued.

- Actively encouraging use of their knowledge and expertise to support learning.
- Sharing the curriculum with parents/carers through the use of a Knowledge Organiser, homework activities and the school website.
- Inviting all parents, carers and family members to celebrate and share in school events e.g. Celebration Assemblies, Christmas play, Harvest festival, outings.
- Inviting the parents to regular Reading Cafés and Stay and Play sessions with the children.
- Information evenings for parents/carers.
- RWI Workshops for parents in Reception
- Weekly Foundation Stage Newsletters
- Encouraging the parents and children to share experiences from home through learning stories, Tapestry, post - its and photographs.

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.

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.

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

7. Staff

7.1 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 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
- Outline how training is delivered, and how staff are supported to put it in place, in our Child Protection Policy [this policy is available on the school website or from the school office]

Our designated safeguarding lead (DSL)/Deputy 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

7.2 Safer recruitment

Please see our Safer Recruitment & Vetting Policy available on the school website or the school office.

7.3 Whistleblowing

Please see our Whistleblowing Policy available on the school website or the school office.

8. Safeguarding and welfare procedures

8.1 Managing Allegations Against Staff

Please see our Managing Allegations Against Staff Policy available on the school website or the school office.

8.2 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 there is a person with a 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
 - 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 qualification 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

8.3 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.

All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting. All staff who have completed the experience-based route must obtain a PFA qualification before they can be included in the staff: child ratios at level 3. To continue to be included in the ratio requirement the certificate must be renewed every 3 years.

8.4 The designated safeguarding lead (DSL)

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

8.5 Absence

Please see our Attendance Policy (available on the school website or from the school office).

8.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by taking part in daily teeth cleaning as part of 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.

Additional to this, this curriculum encourages conversations about the effects of eating too many sweet things and the importance of brushing your teeth etc.

8.7 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.

8.8 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.

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

8.10 Toileting and privacy

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 spare clothes, nappies and wipes are supplied by parents.
- Separate toilet facilities for adults

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

