



EYFS Policy

Date policy reviewed: September 2025

Date policy to be reviewed: August 2026

Signed by	Date
Headteacher:	
Trust:	

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1. 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 at least 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

2. Legislation

This policy is based on requirements set out in the:

* Early Years Foundation Stage Statutory Framework, effective from November 2024

https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf which was effective from November 2024.

3. Structure of the EYFS

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At St.

Thomas' Academy, our Early Years setting consists of a Nursery class aged 2-4 years, and a Reception class, aged 4-5 years. Reception is led by a qualified Teacher and Nursery is led by an Early Years practitioner. Both classes are supported by Teaching Assistants and an Apprentice.

Reception age children are admitted to school in the September following their fourth birthday. For Reception age children the school day runs from 8.40am until 3.15pm.

Nursery Hours

Children are able to join our Nursery as soon as they are two and their funding begins.

We offer both 15-hour and 30-hour funded places, as well as full time places (32.5 hours).

15 hours funded	30 hours funded	Full Time 32.5 hours
5 x 3-hour sessions:	30 hours within:	
Mon – Fri AM 8:40 – 11:40 PM 12:15-15:15	Mon – Fri 8:40-15:15	Mon-Fri 8:40-15:15

Any child allocated 15 Hours can pay for additional sessions at a charge of £16.80 per session, which must be pre-booked.

Any child allocated 30 hours funding can pay for additional private hours wrap around for a full-time place, this additional 2.5 hours is charged at a rate of £12 per week (£4.80p/h), and must be pre-booked.

Additional private paid hours wrap around sessions must be pre-booked for the term using the booking form in Appendix 4. Wrap around charges must be paid in full by the end of each half term and will be invoiced accordingly. (*added to Parentpay?)

Our whole-school Breakfast Club runs from 7.30am, and our After School Care Club runs from 3.15pm to 5.45pm.

Staffing

At St Thomas' we adhere to the qualifications and ratios set out in The Statutory Framework for The Early Years Foundation Stage 2024, which are as follows:

For children aged two:

- There must be at least one member of staff for every 5 children.
- At least one member of staff must hold an approved level 3 qualification.
- At least half of all other staff must hold an approved level 2 qualification.

For children aged three and over, where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status is working directly with the children:

- There must be at least one member of staff for every 13 children.
- At least one other member of staff must hold an approved level 3 qualification.

For children aged three and over, where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status is not working directly with the children:

- There must be at least one member of staff for every eight children.
- At least one member of staff must hold an approved level 3 qualification.
- At least half of all other staff must hold an approved level 2 qualification.

Reception classes are subject to infant class size legislation, which is limited to 30 pupils per school teacher.

Key Person

The children in Nursery will be assigned a member of staff who will be their key person. This is to help the child become more familiar with the setting, offer a settled relationship, to ensure that individual needs are met, and also be a key point of contact for parents and carers. In Reception, the key person will normally be the class teacher, supported by the class teaching assistant.

4. Curriculum

Our early years setting adheres to the learning and development requirements in the Statutory Framework for the Early Years Foundation Stage, 2024. These requirements set out what providers must do to promote the learning and development of all children. We also have pay due regard to the Development Matters curriculum guidance for the EYFS.

There are seven areas of learning and development. All areas are equally important and inter-connected. However, three 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, as well as providing the firm foundations in order to succeed in the specific areas.

The prime areas are:

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

The four specific areas are:

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

In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life.

(RE? PSHE/RHE?)

4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. We aim to support **all** children to become independent and collaborative learners. We provide a curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

In order to do this, practitioners working with the youngest children are expected to focus strongly on the three prime areas in order to develop the foundations to achieve in the specific areas. These three prime areas can then be embedded and applied within the four specific areas.

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 and the school SENCO.

Planning is also informed by the school's subject learning journeys. Each subject's expectations are mapped out through a spiral curriculum, starting from Nursery age to provide a clear progression of knowledge and skills throughout the school, which build upon each other.

Our planning is in the following format, consistent across the whole EYFS setting.

- A long-term overview of areas
- A medium-term plan for each half term
- Weekly Maths, English and Communication and Language plan.
- Weekly Continuous Provision plan.

(See Appendix 3)

The weekly planning provides more detail about the adult led teaching opportunities, skills to be taught and challenges set for the children throughout the week. The continuous provision plan provides details of the independent opportunities that children will have to practise and consolidate their skills, both inside and outside.

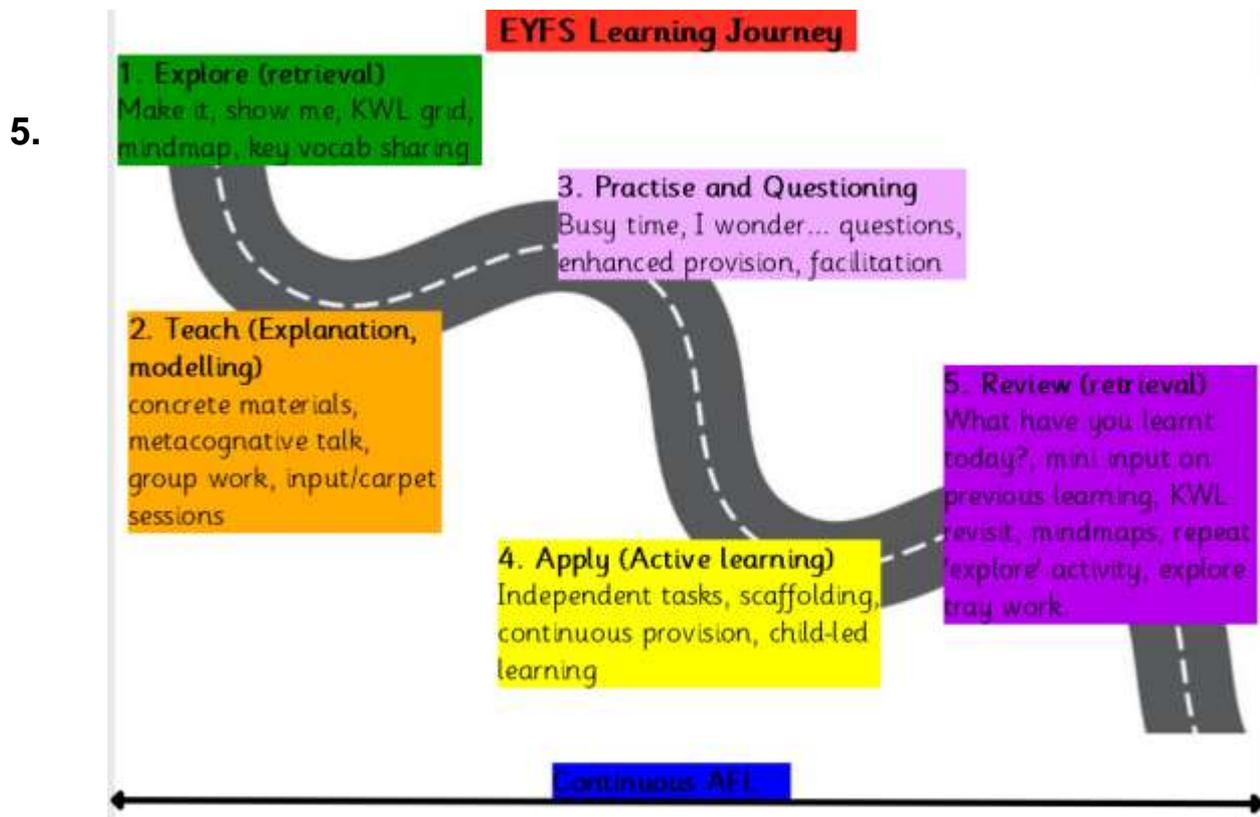
4.2 Teaching

Through an enabling environment, each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led, enhanced provision and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction and appropriate facilitation.

Where possible, learning is based on real life, hands-on experiences that are stimulating and engaging for the children and in our Early Years setting, children have the opportunity to learn outside as well as inside every day.

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.

Below highlights a child's learning experiences in the EYFS to ensure that learning is revisited, consolidated and applied before moving on to new learning.



Assessment

At St. Thomas' Academy, ongoing assessment is an integral part of the learning and development process. Staff observe and interact with pupils, to identify their level of achievement, interests and learning styles. These observations are used to inform children's next steps and to shape future planning.

At St Thomas' Academy, we recognise that from the moment children join us at the beginning of the school day, until they go home, every minute possible is best spent with the children. We value the knowledge that staff have of each individual child, from their on-going interaction, facilitation and observation. We ensure that staff communicate this understanding of each child effectively in order to gain an accurate assessment of each child. Staff use Evidence Me and individual folders to show case each child's own personal WOW moments only, to ensure that evidence collection purposeful without being an onerous task.

Two-year progress check

In line with the EYFS statutory framework we undertake the 2-year progress checks, in the three prime areas of learning. A short, written summary of their progress is shared with parents. These are conducted (where possible) when the child is between 2years 3 months and 2 years 6 months.

Observations and evidence gathered helps staff to input children's levels on Arbor. This indicates whether children are 'Emerging', or 'Expected' within three age bands of 0-3 years, 3-4 years and Reception. This is completed for all 17 Early Learning Goals.

Staff also meet to discuss the child as a whole and assess who is on-track and not on-track to get a Good Level of Development (GLD). As a team, staff then identify individual barriers and next steps to addressing these.

Reception Baseline Assessment (RBA)

A Reception Baseline Assessment will be carried out for each child within 6 weeks of starting their Reception class.

Early Years Foundation Stage Profile (EYFSP)

At the end of the Reception year, staff complete the EYFS Profile for each child. Pupils are assessed against the 17 early learning goals (ELGs), indicating whether they are:

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

If children have achieved all ELG's in all three prime areas, as well as literacy and maths, they are said to have a Good Level of Development (GLD).

The profile reflects ongoing observations and discussions with parents and carers. Staff also provide a short commentary about each child's skills and abilities in relation to the characteristics of effective learning on the end of year report. The results of the EYFS profile and the characteristics of learning are then shared with both parents and carers and the child's Year One teacher as part of our transition dialogue.

6. Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

Parents of all children entering EYFS in the next academic year will be invited to an Induction Meeting. This takes place in the Summer term and is a chance to meet their child's new teacher and other key staff and learn more about the Academy and our mission and vision.

Parents are provided with an induction booklet containing up to date information about

- Staffing
- The school day
- Wraparound care
- Uniform
- The EYFS curriculum
- School meals
- School policies
- Parental involvement.

The children are offered opportunities to come in to school to meet their new class teacher and other children in their class. They will spend sessions in their new class. The children will be welcomed by key staff and transition activities will be set up. Parents of Reception children can leave their child during this session. Staff will ensure that we have relevant contact information and allergy advice before the child is left, and that staffing ratios are still accurate.

This means that before they join their new class the environment is already a familiar place to them. Arrangements are also made for the children's new class teachers to visit them in their current nursery/home settings. Personalised transition arrangements can be made on an individual basis between school and parents if needed.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar to them. Children have the opportunity to meet their new class teacher and spend sessions in their new class during the summer term, as well as their new teacher spending time with them in their current classroom, where they feel the most secure. The Year 1 curriculum will be carefully planned to build on the foundations laid in the EYFS.

Handover meetings will take place between staff to pass on important and relevant information about the children including assessments, SEND, any safeguarding information.

7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development at termly parent's meetings. The progress reports, the sharing of observations and the EYFS profile helps to provide parents and 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 carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate

Staff make themselves available at the beginning and end of each school day/session to speak to parents and appointments can be made if there are any issues or concerns to be addressed.

At the beginning of each academic year, parents are also linked up to their child's Class Dojo account. This enables them to see the positive dojos that the children are receiving and the reasons for these. It also provides effective and timely communication between staff and parents/carers.

Parents are invited to come into school on a number of occasions. Whole school celebrations, Christmas plays, sports day etc... but also for more specific time with their child's class. These include coffee mornings and Shine afternoons, where parents can be involved in their children's learning. We also offer a range of parents workshops where parents have the opportunity to find out how we teach certain skills at school and how they can help their child at home, such as 'Phonics' and 'Developing Early Reading'.

8. Consumables

Government funding for the 15- or 30-hours entitlements does not cover consumables, so providers are able to ask parents to pay for these things and invoices will be broken down for transparency as follows:

- The free entitlement hours
- Additional private paid hours
- Food charges
- Non-food consumables charges
- Activities charge

Included within the free entitlement hours are:

- The Nursery Milk Scheme milk entitlement for all children under 5 of 1/3 pint per day
- The School Fruit and Vegetable Scheme entitlement for a fruit or veg snack, one per day (parents can provide their own if preferred)
- Fresh drinking water available all day

Parents are required to supply the following consumable items each day:

- Suncream and sunhat
- Wellies and waterproof coat
- Spare clothes (underwear, socks, t-shirt, leggings/trousers, jumper/cardigan)

Where applicable:

- Carrier Bag/Wash Bag (for any wet/soiled clothes)
- Sleeping blanket
- Additional spare clothes sets (underwear, socks, t-shirt, leggings/trousers, jumper)
- Nappies
- Wipes
- Nappy Sacks

Lunchtime Meals are not included within the free entitlement hours for Nursery children. School meals are available to order via ParentPay at a cost of £2.75 per day, alternatively a balanced packed lunch can be

provided from home. See Healthy Eating Policy for more details on what is safe, practicable and appropriate to bring in to school.

EYFS Children have the opportunity to enjoy special activities from visitors into school, to make visits within the local community and to go on trips further afield. All of these activities are chargeable and details for any planned visitors or trip activities will be sent to parents in advance.

9. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

In addition, all parents of Nursery and Reception age children are expected to complete an 'Injury On Arrival' form if their child has a new injury which has occurred outside of school. (See Appendix 4) Forms are then uploaded to My Concern and monitored. These forms are available from each EYFS classroom, as well as the main school office and care club.

Food and Safe Eating

The EYFS Food and Safe Eating policy is based on requirements set out in The Statutory Framework for The Early Years Foundation Stage 2024 and the Early Years Foundation Stage Nutrition Guidance 2025. **This should also be used alongside the St Thomas' Healthy Eating Policy.**

St Thomas' Academy will gather information about children's dietary requirements, allergies, and preferences before they start attending the setting. This information will be shared with staff to ensure meals are safe and appropriate for each child.

Food provided by St Thomas' Academy will be prepared hygienically, with consideration of dietary requirements and different ages and developmental stages. This includes ensuring food is appropriately sized and textured to prevent choking hazard.

All staff in EYFS and those involved supervising eating times have a valid pediatric first aid certificate.

All staff responsible for preparing and handling food in EYFS are trained in food hygiene and safety.

At snack and lunch children will be supervised closely while eating, and seating arrangements will be appropriate for their age and size. Children in Nursery and Reception will eat in the school lunch hall with members of staff available to support. Each child will have a named placemat detailing any dietary requirements so that all staff supporting eating are aware.

Parents will also receive information regarding how to prepare food for lunchboxes and what is reasonable and practicable to provide from home as part of the Induction Pack.

Toileting and Nappy Change

The nappy changing and toileting policy aims to provide a clear framework to ensure the safety and dignity of all children who require developmental support with nappy changing, and at an appropriate time with toilet training. It is based on requirements set out in The Statutory Framework for The Early Years Foundation Stage 2024 and Preventing and Controlling Infections Guidance 2025. **This should also be used alongside the St Thomas' Intimate Care Policy.**

During transition visits parents/carers and staff will discuss each child's toileting stage, children that are not yet toilet trained will be supported at school with nappy changing and toilet training. Parents/Carers will complete the Intimate Care permission Form (Appendix 5)

Children will be changed in a designated area that allows for privacy while still ensuring they are within sight or hearing of other staff. Staff will follow the changing process outlined below:

EYFS Nappy Changing Process

- Wipe the mat with antibacterial spray and paper towel before use.
- Ask child to lay on mat.
- Staff put on disposable gloves (and apron if needed).
- Remove wet/soiled items and clean skin with disposable wipes as required.
- Dispose of soiled items in nappy sack and then dispose of into nappy bin.
- Remove gloves after disposing of soiled items and cleaning bottom.
- Put on clean nappy (if required) and clothes.
- Clean changing area using antibacterial spray and paper towel after each change.
- Wash hands (staff and child).
- Record nappy change for each child.
- Clean changing area at the end of each day.

Staff will work in partnership with parents/carers to encourage and develop toileting skills, praising efforts and sharing progress regularly. Parents will be provided with information or signposted to support with toilet training when the child is ready.

Nappy Changes will be recorded and communicated with parents.

Rest and Safe Sleeping

At St Thomas' Academy, we recognise that it is essential for children's health and well-being that they have enough quality sleep/rest time.

Whether a child does or does not require sleep while they are at nursery, will be discussed during settling in sessions, between the parents and the child's key person/Nursery Lead.

Where a parent has specifically requested that their child does not sleep, we will distract and discourage children from sleeping, however we will never physically keep a child from falling asleep. Similarly, if the child does not want to sleep, we will not force them and they will be provided with appropriate activities during quiet, rest times.

Prior to sleep/rest time, staff will ensure the following;

- The child has had a nappy change with a fresh, clean nappy
- Outer clothing is removed (thick cardigans with zips/buttons)
- The child has been fed and had a drink
- Bibs are removed
- The room is the right temperature (not too hot/cold)
- White noise or soft lullaby music is playing, and lights are dimmed where possible

During sleep time, children are;

- Provided with their own, individual clean bedding
- Placed on their back on a sleep mat
- Given a comforter if applicable
- Not left to cry
- Supported by their key person/member of staff to sleep
- Checked continuously that no muslins/blankets are covering the child's face

10. Monitoring arrangements

Monitoring of the EYFS may be done by any member of staff, the SLT, EYFS lead or subject leaders. A monitoring overview will be provided to let staff know the focus of the monitoring.

Monitoring may be done in a range of ways: observations, learning walks, book scrutiny, evidence scrutiny, data analysis.

Assessment judgements will be moderated termly by EYFS staff and across key stages and with other schools where possible. End of reception judgements will be moderated by the local authority every four years as part of a cycle of moderation visits.

This policy will be reviewed and approved by the Principal

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 policy

Appendix 2. Nursery Sessions Booking Form

Half Termly Topic/Question

	Week 1 Date	Week 2	Week 3	Week 4	Week 5
Question of the Week and Key Knowledge Points					
Summary					
Physical Development					
Investigation Zone					
Fixed Role Play Pet Shop					
Text and Reading Skills					
English Writing Focus					
Speech and Language					
Maths Focus					
PSHE – Jigsaw					
Pen Pals					
Phonics					
Specific Areas					

Weekly Maths/English/Communication and Language Planning.
Week:

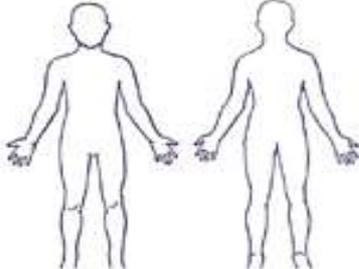
English		Text:		
	Objective(s)	Input	Activity	Challenge (Alternate days to work)
Monday				
Friday				
Maths		Area:		
	Objective(s)	Input	Activity	Challenge (Alternate days to work)
Tuesday				
Thursday				
Communication and Language				
	Objective(s)	Input	Opportunity	
Monday			Snack Time	
Tuesday				
Wednesday				
Thursday				
Friday				

Continuous Provision Planning

Enhanced Area	Activity/Resources	Key Questions
Make Your Mark		
Supersonic Phonics		
Maths		
Investigation Station		
Creation Station		
Funky Fingers		
Continuous Provision inside	Activity/resources	Key Questions
Construction/Small World		
Social Station		
Role play		
Reading		
Carpet area		
Continuous provision outside	Activity/resources	Key Questions
Writing opportunities		
Maths		
Kitchen		
Water/Sand		
Phonics		
Construction/Small World		
General outdoors		

Appendix 4: Injury on arrival form

INJURIES ON ARRIVAL FORM

Full name of child			
What is the injury?		Date occurred	
How did the incident occur?			
Where is the injury? Description/record on body map.			
Parent/carer signature		Date	
Staff signature		Date	

Appendix 5. Intimate Care Permission

A healthy balanced diet for children

Food group	Examples of food included	Main nutrients provided	Recommended serving
Fruit and vegetables	Fresh, frozen, canned, and dried fruit, vegetables, and pulses	Carotenes (a form of vitamin A), vitamin C, zinc, iron, and fibre	At least 5 portions each day Provide a portion as part of each main meal (breakfast, lunch and tea) and with some snacks
Potatoes, bread, rice, pasta and other starchy carbohydrates	Bread, potatoes and sweet potatoes, starchy root vegetables, pasta, noodles, rice, other grains, breakfast cereals	Carbohydrate, fibre, B vitamins and iron	4 portions each day Provide a portion as part of each meal (breakfast, lunch and tea) and provide as part of at least one snack each day
Dairy and alternatives	Milk, cheese, yoghurt, fromage frais	Protein, calcium, and vitamin A	3 portions each day Provided as part of meals, snacks and drink
Beans, pulses, fish, eggs, meat and other proteins	Meat, poultry, fish, shellfish, eggs, beans, pulses, nuts	Protein, iron, zinc, omega 3 fatty acids, vitamins A and D	2 portions each day Provide a portion as part of lunch and tea (two to three portions for vegetarian children)

