STOTTESDON CofE PRIMARY SCHOOL
PART OF FOUR STONES GATEWAY

Stottesdon CofE Primary School

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

DATE POLICY WAS APPROVED	**25.11.26**
DATE POLICY WILL BE REVIEWED	AUTUMN 2027
MEMBER OF STAFF WITH RESPONSIBILTY FOR REVIEW	Headteacher

Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this Policy the term:

"CEO" includes the Chief Executive Officer.

"CFOO" includes the Chief Financial Officer.

"Trust Senior Leadership Team" includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

"Headteacher" includes the appropriate School Headteacher.

"Trustees or Trust Board" are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

"Local Academy Boards (LAB)" are appointed Governors at a local level. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

"Chair" responsible for leading the Board and ensuring its effectiveness.

"Stakeholders" are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents/carers, community members, LAB or Trust members, trade unions, local business leaders etc.

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- Haybridge SCITT
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- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms academy, school, organisation and Trust may be used interchangeably where the context makes the meaning clear.

The following definitions apply where relevant:

"CEO" means the Chief Executive Officer.

"CFOO" means the Chief Financial and Operating Officer.

"Trust Senior Leadership Team" means the Executive Headteachers, Headteachers, strategic operational leads and Teaching School or SCITT Directors.

"Headteacher" means the Headteacher responsible for the relevant school.

"Trustees" or "Trust Board" means the appointed Trustees who set the Trust's strategic direction and oversee its governance.

"Local Academy Board" or "LAB" means the local governing body. LAB governors act as advocates for safeguarding, SEND, standards and stakeholder engagement at their school.

"Chair" means the person responsible for leading the relevant board and supporting its effectiveness.

"Stakeholders" means people or organisations with an interest in the success and wellbeing of the Trust or a school, including pupils, parents and carers, staff, governors, trustees, trade unions, community representatives and local organisations.

1. Introduction

The early years provide the foundation for children's future learning and development. Our approach supports the whole child, including their learning, physical development and emotional wellbeing.

This policy explains the purpose, organisation and delivery of the Early Years Foundation Stage (EYFS) at Stottesdon CofE Primary. All practitioners working in the EYFS are responsible for putting it into practice.

In this policy, 'settings' means the Nursery and Reception provision at Stottesdon CofE Primary. Children may join the Nursery after their second birthday and enter Reception in September of the academic year in which they turn five. Reception is the final year of the EYFS.

The term 'practitioner' means any member of staff who works with children in these settings.

Further information about the Nursery, including declaration forms and support with funding, is available on the school website.

2. Statutory Framework

This policy follows the statutory Early Years Foundation Stage framework for group and school-based providers, effective from 1 September 2026. The framework is mandatory for school-based early years providers in England.

The Policy also takes account of:

- Keeping Children Safe in Education
- Working Together to Safeguard Children
- SEND Code of Practice: 0 to 25 years
- Equality Act 2010
- Childcare Act 2006 and regulations made under it
- infant class size legislation
- current Department for Education guidance on early years nutrition, assessment, first aid, medical conditions and attendance
- current Ofsted school and early years inspection guidance.

If legislation or statutory guidance changes, the current legal requirement takes precedence. The Trust will update this policy as soon as reasonably practicable.

3. Aims

Our EYFS provision gives every child a strong start by supporting their wellbeing, learning and development. We aim to:

- Recognise each child as unique and understand that children develop at different rates.
- Provide a safe, caring environment where children feel happy, secure and valued.
- Build children's confidence, independence and ability to communicate their needs and feelings.
- Help children develop positive relationships, make choices and learn from mistakes.
- Promote respect for others, including people whose beliefs, cultures or views differ from their own.
- Use purposeful play and children's interests to encourage curiosity, enjoyment and motivation.
- Build on what children already know through stimulating and appropriately challenging experiences.
- Provide rich learning opportunities indoors and outdoors.

4. The Early Years Foundation Stage Curriculum (EYFS)

Teaching follows the statutory EYFS framework, which brings together children's welfare, learning and development. Practice is shaped by four principles: a unique child, positive relationships, enabling environments, and learning and development.

The Curriculum is centred on three prime areas of learning:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

It also covers the four specific areas:

- Literacy;
- Mathematics;
- Understanding of the World;
- Expressive Arts and Design

4.1. Our EYFS Curriculum

The Nursery and Reception curriculum draws on the statutory EYFS framework and Development Matters. It reflects the children, community and setting, while remaining broad, diverse and appropriately challenging. Core books and key rhymes support learning across the curriculum.

4.2. Early Language Development

Language development underpins children's learning and future progress. Practitioners use screening and ongoing assessment to identify difficulties with understanding or speaking and plan suitable support. Nursery uses Stoke Speaks Out and Early Talk Boost screening. Reception may use the Nuffield Early Language Intervention or Talk Boost where needed.

The EYFS provides a language-rich environment. Talk for Writing activities help children develop confidence as storytellers and build the oral language needed for writing. This approach continues across the school from Nursery to Year 6.

In Reception, children learn actions for familiar stories, follow story maps and begin to create their own. Carefully chosen books support vocabulary, sequencing and storytelling skills.

5. Teaching, learning and enabling environments

The EYFS timetable combines:

- Engaging, teacher-led learning with the whole group.
- Adult-guided activities linked to current learning.
- Continuous provision and child-led play, with adults observing, questioning and extending learning.

The characteristics of effective learning are woven through all seven areas of learning. Children often draw on several areas at once as they explore, play and interact. Practitioners help them recognise how they learn through playing and exploring, active learning, and creating and thinking critically. This supports the school's wider growth mindset approach.

8.45- 9.15	Registration & Welcome Time We begin the day together with a welcome song, talk about the date and weather, choose helpers for the day and learn our Makaton sign of the week.
9.15 -10.00	Continuous Provision learning. Staff observe, support, question and extend learning. The session may include a short focused activity, story, rhymes or adult-guided games.
10.00 – 10.15	Foundations Little Wandle Phonics Session to support early listening and sound awareness skills.
10.15	Snack and chat
10.30-11.00	Outdoor Child-initiated learning, with staff observing, supporting and extending children's ideas.
11.00 – 11.40	Continuous Provision (MATHS Focus) learning. Staff observe, support, question and extend learning. The session may include a short focused activity, story, rhymes or adult-guided games.
11.45 – 12.30	Lunchtime
12.30 – 2.30	Talk for Writing -afternoon starts with language-rich storytelling, songs and actions linked to our current topic. Followed by Continuous Provision learning. Staff observe,

	support, question and extend learning. The session may include a short focused activity, story, rhymes or adult-guided games. Nursery joins up with Reception for PE and Music.
2.50-3.15	Tidy up time, Nursery Rhyme focus

Reception

This timetable develops gradually as children grow in confidence and independence through the year in preparation for Year 1.

8.40– 9.00	Register/ Early Morning Activities
9.00 – 9.30	Little Wandle (Phonics)
9.30 – 10.30	Little Wandle Practice Reading sessions / continuous provision learning with a Maths Input, including snack and chat.
10.30 – 11.00	Daily Reflection – Assembly followed by whole school playtime
11.00 – 11.50	Story / Writing Focus and continuous provision learning with a Fine Motor Focus
12.00 – 1.00	Lunch and Play Outside
1.00 – 1.30	Register / Story
1.30 – 1.50	Shared learning with Nursery children, covering areas such as Music / PE
1.50 – 2.10	KS1 and EYFS Playtime
2.10 – 3.05	Continuous Provision with focus on Understanding the World (including history, science and geography), computing through practical and engaging activities.
3.05 – 3.15	Home time routine/story/singing

Enabling Environments
The learning environment is organised so children can explore safely, make choices and develop independence. Nursery and Reception have clearly defined areas where children can find and use equipment and resources for themselves.

Both settings have enclosed outdoor areas, with access between indoor and outdoor spaces when appropriate. Children may move resources between areas to encourage creativity and are supported to use reading, writing and mathematics throughout their play.

Any screen use is purposeful, age-appropriate, supervised and balanced with active, social and practical learning. Children's safety, development and wellbeing are considered when selecting and using technology.

6. Assessment

Ongoing Assessment
Ongoing assessment supports effective practice in the EYFS. Practitioners use their knowledge of each child, together with observations from adult-led and child-initiated activities, to understand progress, interests and individual needs. Relevant information may be recorded through notes, photographs, learning records, children's work or Class Dojo.

Assessment is proportionate and should not create unnecessary paperwork or reduce the time practitioners spend with children. Teachers use this information to plan suitable activities and experiences that build on children's learning and identify appropriate next steps. Planning is discussed with all practitioners, and the Nursery also uses photographic retrospective planning.

Starting Points
When a child joins the setting, practitioners develop a rounded picture of their knowledge, skills, interests, language, development and wellbeing. This is informed by families, previous providers and relevant professionals. The information is used to plan an appropriate starting curriculum and identify any additional support needed.

Reception Baseline Assessment
The Reception Baseline Assessment is completed within the first six weeks of Reception, in line with statutory requirements. Reasonable arrangements are made to ensure eligible children can access the assessment.

EYFS Profile
In the final term of Reception, practitioners complete the Early Years Foundation Stage Profile. Each child is assessed against the 17 early learning goals as either ‘expected’ or ‘emerging’. Results are shared with parents or carers, the Year 1 teacher and the local authority, as required. Judgements are quality assured in line with current guidance.

Acting on concerns
Where assessment identifies a concern, practitioners discuss it promptly with parents or carers and agree appropriate support. The SENCo, health professionals, children’s services or other agencies are involved where necessary. Safeguarding concerns are acted on immediately in accordance with section 11.

7. Partnerships with Parents and Carers

Parents and carers know their children best, so we value a close and positive partnership with them. Families can share information and raise questions through daily contact, Class Dojo, reading records, parents’ evenings, termly meetings and workshops. This helps practitioners understand each child and agree suitable next steps.

In Nursery, parents and carers receive a progress check when their child is aged between two and three. Families in Nursery and Reception also receive termly written reports with clear targets.

Practical workshops are usually held each term to help parents and carers understand how phonics, mathematics and writing are taught. Families take part in activities alongside their children so they can support learning at home.

Parents and carers can view children’s online learning journeys and contribute observations or photographs from home. In Reception, further examples of learning may also be shared through children’s books and floor books.

8. Admissions, Induction and Transition

The Nursery admits children after their second birthday. All three- and four-year-olds are entitled to up to 15 hours of funded early education each week for 38 weeks of the year. Some families may qualify for a further 15 hours through the 30-hour childcare offer.

Eligible two-year-olds may also receive up to 15 funded hours each week for 38 weeks of the year, from the term after their second birthday. Current eligibility and charging information is published separately so it can be updated when arrangements change.

Parents and carers are welcome to stay with their child during the first few days. Once children have settled and begun to build relationships with staff, families are told who their child’s key person is. Our aim is to make starting Nursery a positive experience for every child and their family.

Transition
Reception provides full-time early years education from September of the academic year in which a child turns five.

During the first half of the summer term, parents and carers are invited to an informal evening meeting with Reception staff. Families are then invited to an afternoon session in the setting, giving children time to explore the environment and resources while adults share relevant information.

Children are offered weekly visits during the second half of the summer term so they can meet staff and become familiar with Reception. Children attending the school Nursery are accompanied by a member of Nursery staff. With parental permission, practitioners also contact or visit other pre-school settings to discuss children’s development. These children are invited to the same Reception sessions.

Children normally attend Reception full time from September, although parents and carers may choose part-time attendance where appropriate.

9. Equality, diversity, inclusion and SEND

We value every child as an individual and provide an inclusive, challenging and enjoyable EYFS curriculum. Children are supported to participate fully, regardless of their ethnicity, culture, religion, social circumstances, ability, disability or gender.

Practitioners identify special educational needs and disabilities as early as possible and use a graduated approach to plan, deliver and review support. They work closely with parents and carers, the SENCo and relevant professionals, making reasonable adjustments so that children can take part in activities wherever possible.

The Trust's curriculum intent sets out how teaching in the early years is adapted to meet a wide range of additional needs.

10. Safeguarding and Child Protection

Stottesdon CofE Primary is committed to safeguarding and promoting every child's welfare. Staff, volunteers and visitors share this responsibility.

The school follows the safeguarding and welfare requirements in section 3 of the statutory EYFS framework, alongside the Trust's relevant policies and procedures. Children's welfare is paramount, and the provision promotes their safety, health, wellbeing and emotional development through effective safeguarding practice, positive relationships and high-quality care and education.

Staff must act immediately if they have a concern about a child's safety or welfare. Concerns are reported without delay to the designated safeguarding lead or a deputy, in accordance with the Trust Safeguarding and Child Protection Policy. Staff must never assume that someone else will take action.

Unexplained or prolonged absence is followed up promptly. If an absence raises a safeguarding concern, staff follow the Trust's safeguarding and attendance procedures and involve other agencies where appropriate.

All staff understand how to report poor or unsafe practice through the Trust's whistleblowing arrangements, including where a concern relates to the Headteacher or another senior leader. EYFS staff receive safeguarding training that meets the criteria in Annex C of the current statutory framework and is appropriate to their role. Training is refreshed in line with statutory and Trust requirements, with additional updates when arrangements or risks change. The school records completed training and checks that staff understand and can apply the procedures.

11. Suitability of Staff

The school uses robust safer recruitment and safeguarding procedures to check that adults working with children are suitable. Required pre-employment checks include Disclosure and Barring Service checks and any other statutory checks relevant to the role.

Staff are deployed effectively and receive appropriate induction, training, supervision and professional development. Supervision provides time to discuss children's learning and wellbeing, safeguarding concerns and staff development needs.

12. Key Person Arrangements

Each child in the EYFS is assigned a key person. The key person helps ensure that the child's learning and care are tailored to meet their individual needs, supports parents and carers in guiding development at home, and helps the family engage with specialist support where appropriate.

In Reception, the class teacher normally fulfils the key-person function, supported by other practitioners working with the child.

13. Staffing and Ratios

Staffing meets the statutory EYFS requirements and is sufficient to support children's safety, wellbeing, learning and development. Leaders review deployment regularly to maintain effective supervision and high-quality provision.

For children aged two years, there is at least one member of staff for every five children.

For children aged three and over in the Nursery provision:

- where a person with an approved teacher or early-years professional qualification is working directly with the children, there is at least one member of staff for every 13 children and at least one other member of staff holds an approved level 3 qualification; or
- where such a person is not working directly with the children, there is at least one member of staff for every eight children, subject to the applicable qualification requirements in the current EYFS framework.

Reception classes follow infant class size legislation and the relevant EYFS staffing requirements. Mixed-age groups are staffed according to the statutory ratios and the needs of the children.

Suitable arrangements are made to ensure children are adequately supervised during indoor learning, outdoor provision, educational visits, lunchtimes and transition times.

The Headteacher and EYFS Lead monitor staffing arrangements to ensure that children's welfare, learning, and developmental needs are consistently met.

14. Paediatric First Aid, Medical Needs and Medicines

The school maintains appropriate first aid provision for all children attending the EYFS.

At least one person with a current paediatric first-aid certificate, meeting the criteria in Annex A of the current EYFS framework, is on the premises and available at all times when EYFS children are present. At least one appropriately qualified person accompanies children on outings. Certificates are renewed within the period required by the statutory framework.

Medicines are administered in accordance with the Trust's Administration of Medicines Procedures and only where appropriate parental consent has been obtained.

Written records are maintained of:

- Medicines administered
- Accidents and injuries
- First aid treatment provided
- Significant medical incidents

Parents and carers are informed of any accident, injury, first aid treatment or medication administered on the same day or as soon as reasonably practicable.

Where children have identified medical needs, appropriate care plans and support arrangements are put in place in partnership with parents, healthcare professionals, and relevant agencies.

15. Health, Safety and Risk Assessment

The school provides a safe and secure environment in which children can learn and develop.

Indoor and outdoor environments are regularly reviewed and risk assessed to ensure that hazards are identified and managed appropriately. Staff are responsible for maintaining a safe environment and reporting concerns promptly.

Reasonable steps are taken to ensure:

- Premises remain safe and suitable.
- Equipment is checked and maintained.
- Children are appropriately supervised.
- Educational visits are risk assessed.
- Staff and children understand emergency procedures.

- Children are taught how to manage risk safely through age-appropriate learning opportunities.

These arrangements are supported by the Trust's Health and Safety Policy and related procedures.

16. Food, drink and safer eating

Fresh drinking water is available and accessible. Food and drink are nutritious, suitable for children's needs and prepared, stored and served safely. Schools take account of current DfE nutrition guidance.

Children are appropriately seated and supervised while eating. They remain within sight and hearing of a practitioner, and at least one member of staff present holds a current paediatric first-aid certificate.

Before admission, the school obtains information about each child's dietary requirements, preferences, allergies, intolerances, and health needs. This information is kept current and shared securely with staff involved in preparing, handling, or serving food.

Food is prepared and served in a way that meets children's individual developmental needs and reduces the risk of choking. Allergy action plans are agreed with parents and relevant health professionals where required. Choking incidents requiring intervention are recorded, reported to parents and reviewed to identify any necessary changes to practice.

17. Behaviour and Personal Care

Supporting behaviour

Practitioners support children to understand feelings, regulate behaviour, build relationships and resolve conflict. Expectations are clear, consistent, age-appropriate and respectful. Physical intervention is used only where lawful and necessary to prevent immediate harm or serious damage, and is recorded and reported in accordance with Trust procedures.

Toileting and intimate care

We provide sufficient, suitable toilets and handwashing facilities, hygienic changing arrangements and an adequate supply of necessary items. Personal care balances privacy and dignity with safeguarding and support needs. Staff follow the Trust's intimate care and safeguarding procedures.

18. Sleeping Arrangements and Safety (where provided)

Children who need to sleep or rest are provided with a safe, clean and comfortable area. They remain within sight and hearing of an adult, with welfare checks at least every 10 minutes or more often where an individual risk assessment requires it. Sleep areas are risk assessed, well ventilated, kept at a comfortable temperature and free from avoidable hazards and loose items.

Practitioners respond promptly to signs of discomfort, illness or distress and supervise children as they wake and return to play. Staff follow the setting's safe sleep procedures and have regard to current NHS safer sleep guidance.

Children aged over 12 months that fall asleep whilst travelling should, where possible, be transitioned to their own separate sleep space on a clear, flat, firm surface such as a cot, bed or suitable mattress on the floor upon return. A lie-flat pram or lie-flat pushchair should not be their main separate sleep space. Coats, hats and blankets should be adjusted to prevent overheating

19. Accidents, Incidents and Notifications

Accidents, injuries and incidents are recorded in accordance with Trust procedures and statutory requirements.

Appropriate records are maintained and retained securely. Where required, incidents are reported to parents, external agencies and regulatory bodies in accordance with legislative requirements.

The school maintains records relating to attendance, safeguarding concerns, medical information and children's progress in line with data protection requirements and Trust procedures.

The school asks parents and carers to provide more than two emergency contact numbers where possible. Procedures for non-collection and missing children are set out in the Trust Safeguarding and Child Protection Policy

20. Monitoring, assurance and review

This policy is reviewed every two years, or sooner if changes to legislation, statutory guidance, EYFS requirements or Trust policy make this necessary.

The Headteacher and EYFS Lead are responsible for implementing this policy, monitoring compliance with statutory requirements and keeping appropriate evidence.

The Trust may carry out assurance checks. High-risk safeguarding or statutory compliance concerns are escalated immediately through Trust procedures.

Appendix A. Links to relevant Trust policies:

EYFS requirement	Trust or school document
Safeguarding and allegations	Safeguarding and Child Protection Policy
Whistleblowing	Whistleblowing Policy
Non-collection and missing child	Safeguarding procedures
Medicines and illness	Supporting Pupils with Medical Conditions / Medicines Procedure/ First Aid Policy
Emergency evacuation	Health and Safety / Fire procedures
Complaints	Complaints Policy & Procedure
Intimate care and toileting	Safeguarding and Child Protection Policy
Food safety and allergies	Food safety / allergy safety policy
Educational visits	Educational Visits policy for Shropshire Schools
Behaviour	Behaviour policy / Behaviour for Learning Protocols
Attendance and child absence	Attendance Policy

Appendix B. Information about sessions at Stottesdon CofE Primary

Nursery Sessions and Times
We know that every family is different, so we offer flexibility with nursery sessions wherever possible. If spaces are available, we are happy to discuss different attendance patterns to help find an arrangement that works best for you and your child.

Monday – Friday term time:

Wrap around, in term time, is available to 2-year-olds (from 8:00am – 8:45am) 3 and 4-year-olds (from 7.30am – 8.45am).
Nursery Morning session: 8.45 – 11.30
Nursery Lunch: 11.30 – 12.30
Nursery Afternoon session 12.30 – 15.15
Wrap around, in term time, is available to 2, 3 and 4 year olds from 3.15pm – 5.30pm.

Holiday club:
Holiday club sessions are generally available on Tuesdays and Wednesdays (8am – 5.30pm) and will be advertised through school. Viability is dependent on take up each holiday.

Bookings are via our Arbor online booking and payments system.