



Pendle Education Trust



Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	Early Years Foundation Stage
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Aims

At Castercliff Primary Academy we believe that every child deserves the best possible start in life and that the support we provide enables them to reach their full potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. The overarching aim of the Early Year Policy at Castercliff Primary Academy is to promote the principles of the EYFS Statutory Framework and the Development Matters in the Early Years Foundation Stage Guidance. The statutory document states the requirements for schools to support children's learning, development, safeguarding and welfare. It also makes it mandatory for practitioners to use the Characteristics of Effective learning to show how children learn.

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

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

Structure

Learning and development

Our Foundation Stage is based on the Revised Early Years Foundation Stage (EYFS) and is planned to lead smoothly into Key Stage 1 in a way, which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

The EYFS framework is organised in seven areas of learning and development.

Areas of Learning

The EYFS is made up of three prime area of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World



- Expressive Arts and Design

At Castercliff Primary Academy we also take time in focusing on how each child learns and then these learning styles then influence our environment and our planning. The characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'.
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Safeguarding

As a school and in our early year's provision safeguarding is a priority. We look to ensure children feel safe, and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- Staff undertake regular safeguard training, including child protection updates. Our school's Designated Safeguarding Lead is the Principal, Mr Sherwin and we have a number of Deputy Safeguarding Leads: Mrs Fox, Mrs Laycock, Mrs Johnson, Ms Anders, Miss Lauder and Miss Murton.
- The early years follow the school's safeguarding policy and procedure.
- The use of mobile phones and personal cameras are prohibited during teaching hours and a school camera or school Ipad must be used.
- The extent to which children feel safe and are confident to confide in adults at the school.
- The necessary steps taken to prevent the spread of infection, and appropriate action taken when children are ill.
- The suitability and safety of outdoor and indoor spaces, furniture, equipment and toys.
- The maintenance of records, policies and procedures required for the safe and efficient management of the EYFS and for ensuring that children are safeguarded and their needs are met.
- The suitability and qualifications of the adults looking after children or having unsupervised access to them.
- The effectiveness of risk assessments and actions taken to manage and eliminate risks.
- On entry, an emergency contact form is completed for all children, which includes medical, personal and social details.
- Any accident on school premises is recorded in the school accident book and parents are informed dependent on the severity of the incident. The Foundation Stage has paediatric first aiders that adhere to the regulations of the EYFS.
- The school has a Behavioural Policy, which operates on a system of rules, sanctions and rewards.

Supervision

In accordance with the Statutory Framework for the Early Years Foundation Stage 2017, staff supervision is a requirement for providers under Section 3 – The Safeguarding and Welfare Requirements Clauses 3.21 and 3.22 as follows: 3.21. Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues. 3.22. Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being.
- identify solutions to address issues as they arise



- receive coaching to improve their personal effectiveness.

Purpose of supervision meetings

Supervision is primarily a tool to support the management of practice. Where successful, it should provide staff with a route through which to raise any professional queries, to discuss career progression, to clarify roles, responsibilities and work tasks, to support performance management and to build their confidence in supporting children's development. It should also be an opportunity for staff to raise any concerns that they might have about children in their care, and to receive support to help them deal with difficult or challenging situations at work.

Key responsibilities for individuals carrying out supervision

- Sessions should be organised in advance and arrangements will be changed only in exceptional circumstances
- Meetings should be well-structured, allowing both the supervisor and the supervisee to contribute to the meeting
- An appropriate place will be selected for the meeting that is free from interruptions
- All the areas included within the supervision policy will be covered.
- The meeting will be recorded accurately and a copy will be provided for the supervisee.

What to cover at supervision meeting

The content of the supervision meeting will be to:

- Discuss any issues of concern about particular children
- Identify appropriate support and guidance with regard to all aspects of work including support in dealing with particular children and their individual needs
- Identify any training and development needs.

Supervision Standards Staff should expect:

- To be able to question how things are done and what is expected.
- To be given the opportunity and time to express any concerns.
- To be given appropriate support, and receive coaching where necessary.
- To be told when a piece of work has been done well.

Line manager should expect:

- To have their management responsibilities understood and respected by the staff they manage.
- That staff will demonstrate a willingness to strive for continuous improvements.
- That staff will be open, honest and non-defensive when their work is being discussed.

Recording supervision meetings:

The supervision meeting will be recorded on a staff communication record form and should be completed during the meeting. All staff will sign the record and agree the date for the next supervision meeting. A copy of the form will be given to the member of staff. To ensure that the confidentiality and identity of individual children is maintained within the supervision record no names of the children discussed will be used only initials.

Equal Opportunities / Inclusion

All staff at Castercliff Primary Academy ensure that all children have equal access to the curriculum; we set realistic and challenging expectations that meet the needs of individual children, so that children are able to



reach their full potential. They will be encouraged to respect similarities and differences within cultures other than their own. The school seeks to develop tolerance and concern for others.

Key Worker Role

All permanent members of staff will be a key person to a group of children. Their role is to help ensure that every child's care is tailored to meet the individual needs and to help the child become familiar with the setting. The class teacher will have overall responsibility for all children and is usually the main point of contact for curriculum matters.

Partnership with Parents/Carers

As part of the foundation stage curriculum, it is vital that we build good, positive relationships with parents. We feel that parents are a child's first educator and play a vital part in their child's school life. Therefore, we work closely with parents to ensure that they are involved with what their child does at school. We want parents to feel happy and confident to come and speak to us regarding any concerns about their child. We operate on an open door policy, which means the parents can come into school and discuss the progress of their child or see their child's learning journey when they feel they need to. We hold stay and play sessions and stay and read sessions which allow the parents to come into school and spend the morning or afternoon with their child. These sessions often have a focus requested by the parents and allow parents to see how their child learns in school. We also offer a range of parent workshops throughout the year to allow parents to help their child continue their learning at home. We also hold formal parents evenings where their child's progress can be discussed in detail.

Assessment

The assessment of children will be in a variety of forms including; observations, dated examples of work and photographs. Each child will have an individual learning journey that will record progress and evidence towards EYFS. It will also include the characteristics of effective learning. On entry, data will be collected and then children's progress will be tracked using the development matters and recorded on the early year's tracker. Observational evidence and samples of children's work throughout the school year will be used to assess children as 'emerging', 'expected' or 'exceeding' based on their understanding and achievement of the Early Learning Goals set out in the EYFS curriculum.

Planning

At our school, our planning includes:

Long Term Planning: this forms an overview and helps us focus on our medium term planning.

Medium Term Planning: this informs us and helps us focus on short term planning. This is usually over a half term, but could be adapted according to the children's wants, needs, interests and achievements.

We give our children every opportunity to achieve their personal best and the planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

Induction process

Our induction process starts with an initial meeting with parents to allow the parents to meet the staff and build early communication skills with the school. We then run stay and play sessions where the children come into school to explore the environment and meet the staff. We then visit all children in their nursery setting and have a meeting with every child's key worker. From September, the children start fulltime unless staff feel that a child may require a further settling in process then the child would start on a part time basis, this is very rare but is done in the best interest of the child.

Transition



At Castercliff Primary Academy, we take the transition from Reception into KS1 very seriously and strive to ensure that every child makes a smooth transition. We start this by having initial class teacher meetings and deciding which class is best for each child. Once this has been decided parents are informed of their child's next teacher. Then the child starts to visit their new class teacher and new classroom, if the child requires extra transition time we allow the child to visit more often until the child is happy with transition.

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

