



Kineton Green Primary School
SUMMIT LEARNING TRUST

Kineton Green Primary School

Early Years Policy

Updated – February 2026

To be reviewed – February 2027

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Statement of intent

At Kineton Green Primary School, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress, and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Early years foundation stage profile: 2023 handbook'
- DfE (2021) 'Development Matters'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- E-Safety Policy
- Child Protection Policy
- Managing Allegations Policy
- Administering Medication Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Premium Policy
- Intimate Care Policy
- Equal Opportunities Policy
- Attendance Policy
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy
- Assessment Policy
- First Aid Policy
- Food Policy
- Health and Safety Policy
- Drugs Policy
- Code of Conduct Employee Policy
- Recruitment and Selection Policy
- GDPR Policies
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Photography and Images Policy.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead, in conjunction with the headteacher, will have responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, will be responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

3. Aims

Through the implementation of this policy, we will aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four overarching principles shape our practice:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school will:

- Provide a balanced curriculum which takes children's different stages of development into account.
- Promote equality of opportunity and anti-discriminatory practice.
- Work in partnership with parents.
- Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Assign each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs.
- Provide a safe and secure learning environment.

4. Learning and development

In partnership with parents, the school will promote the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice will be based on an observation of children's needs, interests and stages of development. Learning and development in school will be planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language:
 - Listening, attention and understanding
 - Speaking
- Physical development:
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development:
 - Self-regulation
 - Managing self
 - Building relationships

The 'specific' areas of learning and development are:

- Literacy:
 - Comprehension
 - Word reading
 - Writing
- Mathematics:
 - Numbers
 - Numerical patterns
- Understanding the world:
 - Past and present

- People, culture and communities
- The natural world
- Expressive arts and design:
 - Creating with materials
 - Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

5. Assessment

Assessment plays an important part in helping the school to recognise children’s progress, understand their needs, plan activities, and assess the need for support.

Parents will be kept up-to-date with their child’s progress and development through parents’ consultation appointments in the autumn and spring term, and a full report in the summer term.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child.

Initially, the class teacher will address any learning and development needs in partnership with the EYFS lead, SENCO and parents.

The EYFS setting will undertake the following summative assessments:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child’s knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children’s level of development; however, they may decide to record particularly

noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.

The school will report EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The class teacher, in liaison with the EYFS lead and SENCO, will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. See the SEND policy for more details on identifying and supporting children with SEND.

The school will take reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

Assessment procedures will be set out in full in the Assessment Policy.

6. Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

7. The learning environment and outdoor spaces

The learning environment will be organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children will have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There will be toilet facilities available to the EYFS, and there will be hygienic changing facilities located containing a supply of spare clothes. Nappy changing facilities will also be available (see the Intimate Care Policy).

8. Safeguarding and welfare

All necessary steps will be taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training.

The DSL is Neil Kitching (Principal), and Laura Everett (Assistant Principal), Ellen Holt (SENCO), Susan Ebenezer (Office Manager) and Lakhbinder Kaur (Administration Assistant) also have full DSL training.

The DSL will be responsible for safeguarding children and liaising with local children's services as appropriate. The overall responsibility for safeguarding will remain with Neil Kitching, Principal. The DSLs will undertake child protection training as required.

Staff will receive ongoing safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

9. Health and safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

The EYFS lead will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in the school building. The principal will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

A first-aid box will be kept in Early Years. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines.

Any food or drink provided to children will be healthy, balanced and nutritious as outlined in the Food Policy. The principal will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water will be always available.

Smoking will not be permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

10. Staff taking medication or other substances

The school will implement a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff Drug and Alcohol Policy.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff will be securely stored in the locked staff cupboard or kitchen.

11. Staffing

A robust Safer Recruitment Policy will be in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff will receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

The EYFS lead will hold at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years setting. At least half of the other EYFS staff will hold a full and relevant level 2 qualification.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the main school office.

The school will provide a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.

The school will adopt the following staffing ratios:

- For children aged three and over:

- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification *is* working directly with the children, there will be one member of staff for every 13 children, and at least one other member of staff will hold a full and relevant level 3 qualification.
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification *is not* working directly with the children, there will be one member of staff for every 8 children, and at least one other member of staff will hold a full and relevant level 3 qualification.
- For children in Reception classes:
 - Class sizes will be limited to 30 children per school teacher.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements.

Each child will be assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

12. Information and records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information will be recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school will be recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

The following information will be made available to parents:

- The school's privacy notice for parents and children

- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children.

13. Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents will be invited to parents' evenings in the autumn and spring term and provided a full written report at the end of the summer term. However, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

Parents will be asked to complete admission forms, consent forms, a medical form. As part of the admissions arrangements, home visits, or Teams meetings/phone calls, will be held to enable parents to share a brief synopsis about their child to help the school to understand their character and personality.

14. Transition periods

The following process will be in place to ensure children's successful start to the EYFS:

- Parents will be invited to a welcome meeting, which will provide them with information about the school and a timetable of the children's induction to school.
- Home visit to be carried out by the class teacher and teaching assistant. Virtual meetings (via MS Teams or phone calls) are to be used as an alternative if necessary.
- Stay and play sessions with the parents in Nursery
- Stay and play sessions for Reception children
- Phase start to Nursery or Reception class.
- Personalised induction can be arranged with parents/carers in co-ordination with the class teacher, EYFS Lead, SENCO if necessary, e.g. a longer part-time phased start, extra visits, transition books.

The following process will be in place to ensure children's successful transition to Year 1:

- The children will be invited to a number of visits throughout the year to their Year 1 class and spend time with their new teacher, allowing the children to feel secure in the new environment and with their new teacher. In the Summer term, the children will visit at least once without the support of the early years practitioners or parents.
- In the Summer term, Reception and Year 1 staff will meet to discuss each child's development to support a smooth transition to Year 1.

15. Monitoring and review

This policy will be reviewed **annually** by the governing board and the principal.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.