



SHARE PRIMARY ACADEMIES

Early Years Foundation Stage (EYFS) Policy

**(Heaton Avenue Primary Academy, Luck Lane Primary Academy, Millbridge Primary Academy,
Woodside Green Primary Academy)**

Version	3.0
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N.B This policy should be read alongside each academy's safeguarding and child protection, SEND, equality, behaviour, online safety, health and safety, medical needs, intimate care and complaints policies.

1. Purpose and scope

This policy sets out how SHARE Primary Academies meet the requirements of the Early Years Foundation Stage (EYFS) for children in Nursery and Reception. It reflects the EYFS statutory framework for group and school-based providers effective from 1 September 2026.

Our aim is to provide a safe, inclusive and ambitious early education in which every child is supported to learn, develop, build positive relationships and become increasingly independent. The policy applies to all staff, leaders, volunteers and other adults working within EYFS provision.

2. Aims and overarching principles

Our EYFS provision is guided by the four overarching principles of the EYFS:

- 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 develop and learn at different rates. Our provision reflects this and is inclusive of children with special educational needs and/or disabilities (SEND).

We aim to ensure consistency and high expectations, a broad and balanced curriculum, strong partnerships with parents and carers, equality of opportunity and effective support so that all children can make progress from their individual starting points.

3. Statutory framework

This policy is based on the Early Years Foundation Stage statutory framework for group and school-based providers, dated 13 July 2026 and effective from 1 September 2026. The framework sets out requirements for learning and development, assessment, and safeguarding and welfare.

Relevant guidance includes the current Reception Baseline Assessment assessment and reporting arrangements, the EYFS Profile requirements and Department for Education guidance for early years providers.

4. Organisation of EYFS provision

Each academy organises its Nursery and Reception provision according to its published admission arrangements, staffing and accommodation. Academy-specific session times, capacity and operational arrangements are communicated directly to parents and carers and are kept under review.

Learning takes place indoors and outdoors. Environments are organised so that children can explore, investigate, communicate, create and develop independence safely. Resources and experiences are selected to support learning across all seven areas and to provide appropriate challenge.

Where free-flow access to outdoor provision is offered, staff maintain appropriate supervision, risk management and sightlines in accordance with the academy's procedures.

5. Curriculum

We provide an ambitious, inclusive, and coherently planned curriculum that builds on what children know and can do. Planning is informed by the statutory educational programmes, children's prior learning and experiences, professional knowledge of child development and identified next steps. The Early Learning Goals (ELGs) are used to support assessment at the end of Reception; they are not used as a curriculum or checklist for day-to-day planning.

The seven areas of learning and development are:

Prime areas

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

Specific areas

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

Children in Reception receive systematic synthetic phonics teaching using the academy's validated programme, Little Wandle. Teaching and provision develop vocabulary, communication, early reading, writing and mathematics alongside wider knowledge, creativity, physical development and personal and social development.

Characteristics of effective teaching and learning

- Playing and exploring: children investigate and experience things and are encouraged to have a go.
- Active learning: children concentrate, persist when they encounter difficulties and take pride in their achievements.
- Creating and thinking critically: children develop their own ideas, make connections, and choose ways to solve problems.

Planning and teaching

Practitioners use a responsive cycle of observation, professional assessment, and planning. Assessment should be proportionate and should not require excessive evidence collection. Adults combine purposeful play, high-quality interactions, direct teaching, small-group work, and opportunities for children to initiate and extend their own learning.

Teaching is adapted in response to children's needs. Adults model language, support sustained shared thinking, provide appropriate challenge and use assessment to identify when children need additional support or greater depth of experience.

6. Inclusion, equality and SEND

All children are entitled to equitable access to the EYFS curriculum. Staff identify and remove barriers to participation and learning, make reasonable adjustments where required and work with the Special Educational Needs Coordinator (SENCO), parents and carers, and external professionals where appropriate.

Children's home languages, cultures, backgrounds, and experiences are valued. Where children have English as an additional language, staff support the development of English while recognising the importance of continued development in the child's home language.

7. Assessment

Ongoing assessment is an integral part of teaching and learning. Practitioners build a rounded understanding of each child through day-to-day interactions, observation, discussion with parents and carers, and children's work. Assessment is used to identify strengths, next steps and any emerging need for support. Staff do not collect evidence solely to prove assessment judgements.

Academies may maintain learning records or examples of significant learning where these are useful for children, families and practitioners. Such records are proportionate and do not replace professional knowledge of the child.

Reception Baseline Assessment

The statutory Reception Baseline Assessment (RBA) is administered to eligible pupils within the first six weeks of starting Reception, in accordance with the current assessment and reporting arrangements and administration guidance. It is a short, interactive assessment and is distinct from the academy's wider on-entry assessment of children's interests, experiences and learning needs.

EYFS Profile

In the final term of Reception, practitioners complete the statutory EYFS Profile for each child in accordance with current requirements. Each ELG is assessed as either "emerging" or "expected". The Profile provides parents and carers with a clear picture of their child's development and supports transition into Year 1. Practitioners share relevant information with Year 1 teachers so that teaching can build effectively on children's learning.

8. Key person and partnership with parents and carers

Children learn and develop best when families and practitioners work in partnership. Parents and carers are recognised as important partners in their child's learning and wellbeing.

For children for whom the EYFS key person requirement applies, each child is assigned a key person. The key person helps the child become familiar with the setting, supports the child's wellbeing and development, and develops a positive relationship with parents and carers. Reception class arrangements ensure that a named practitioner has oversight of each child and maintains effective communication with the family.

Partnership is supported through appropriate transition arrangements, opportunities for families to visit the setting, regular communication about learning and wellbeing, parent consultations, information about how learning can be supported at home, and an end-of-year report. Each academy will use its agreed communication platform and procedures.

9. Safeguarding and welfare

Safeguarding is everyone's responsibility. The academy's safeguarding and child protection policy sets out detailed procedures for identifying, reporting and responding to concerns. The Designated Safeguarding Lead (DSL) and trained deputies provide advice and oversee safeguarding arrangements. EYFS staff receive induction, safeguarding training and updates in accordance with statutory requirements and academy procedures.

The academy maintains appropriate arrangements for supervision, staff deployment, first aid, medicines, food and drink, accidents, emergency evacuation, visitors, collection of children, missing children, complaints and confidential records. Concerns about attendance or unexplained/prolonged absence are followed in line with safeguarding and attendance procedures.

Safer recruitment and suitability

The academy follows statutory safer recruitment and suitability requirements. Required enhanced criminal record checks, including children's barred list information where required, are obtained before a new employee begins work. Enhanced criminal record checks are also required for volunteers, including supervised volunteers, in accordance with the 2026 EYFS framework. Staff are informed of their continuing duty to disclose information that may affect their suitability to work with children, and suitability is kept under review.

Allegations concerning adults are managed under the academy's safeguarding procedures and statutory notification requirements. Where the EYFS framework requires notification to Ofsted, the academy will use the current threshold and terminology, including allegations of harm where applicable.

Safer sleep

Where an EYFS child needs to sleep or rest while in our care, arrangements will be appropriate to the child's age and needs and will follow current EYFS safer-sleep requirements. Sleeping children are appropriately supervised and checked. Parents and carers are consulted about relevant sleep needs and routines. Where provision cares for children under two, the specific statutory safer-sleep requirements for that age group must be followed.

Safe premises and animals

EYFS premises and outdoor areas are maintained so that children can be cared for safely. Registered childcare must not be provided from premises where a dog of a breed prohibited under relevant dangerous-dogs legislation is kept or present. Any contact with animals is risk assessed and appropriately supervised.

Safer eating practices

We are committed to ensuring that children eat and drink safely while in our care. Meals, snacks and drinks provided will be healthy, balanced and nutritious, and we will have regard to the Department for Education's Early Years Foundation Stage nutrition guidance. Staff will be aware of children's individual dietary requirements, food allergies, intolerances, cultural or religious requirements and any additional needs that may affect eating or drinking. Food will be prepared and served in ways that minimise the risk of choking, taking account of children's ages and stages of development. Children will be seated safely and appropriately while eating and **will never be left alone when eating; they will remain within sight and hearing of a member of staff.** Staff responsible for preparing and handling food will be competent to do so, and appropriate food hygiene procedures will be followed. Mealtimes will be calm and appropriately supervised, with staff supporting children to develop independence and positive attitudes towards healthy eating while maintaining their safety.

10. Screen use and digital technology

The academies have regard to Department for Education guidance on children's screen use in early years settings. Digital technology is used thoughtfully, purposefully, and in ways appropriate to children's age, development and individual needs. Screen use complements rather than replaces

high-quality adult interaction, physical activity, imaginative and creative play, outdoor learning and first-hand experiences.

Staff consider the purpose, content, duration and context of screen use. Devices are used in accordance with safeguarding, online safety, data protection and acceptable-use procedures. Personal mobile phones and electronic devices are managed in accordance with the academy's safeguarding policy.

11. Transitions

We support children's emotional security and continuity of learning when they enter Nursery or Reception, move between groups, and transfer from Reception to Year 1. Staff share relevant information with families, colleagues and other settings, subject to information-sharing and data-protection requirements. Transition arrangements are adapted for children who may need additional support, including children with SEND.

12. Roles and responsibilities

Headteacher

- Ensures statutory EYFS requirements are met and appropriately resourced.
- Ensures safeguarding, safer recruitment and staff suitability arrangements are effective.
- Ensures assessment duties, including the RBA and EYFS Profile, are fulfilled.

EYFS Lead (Assistant Head)

- Leads curriculum, pedagogy, assessment and continuous improvement across EYFS.
- Supports consistent implementation of this policy and provides professional development for staff.
- Works with the SENCO, DSL and senior leaders to secure inclusive, safe provision.

EYFS practitioners

- Provide high-quality teaching, interaction, observation and care.
- Know and follow safeguarding and welfare procedures.
- Build effective relationships with parents and carers and share concerns promptly.

Governing Body / Trust

- Provides appropriate oversight and assurance that statutory EYFS requirements are being met.

13. Monitoring and review

Implementation of this policy is monitored by the Headteacher and EYFS Lead through leadership oversight, safeguarding monitoring, curriculum review, assessment processes, learning walks, professional discussion and feedback from children and families, as appropriate.

The policy will be reviewed at least annually and sooner where statutory requirements or academy arrangements change. The reviewed policy will be shared with the Governing Body in accordance with the Trust's governance arrangements.

Appendix 1. Linked statutory policies and procedures

Requirement / procedure	Main academy document
Safeguarding and child protection, allegations, staff conduct, whistleblowing and devices	Child Protection and Safeguarding Policy / Staff Code of Conduct
Safer recruitment, DBS and suitability checks	Safer Recruitment procedures / Child Protection and Safeguarding Policy
Responding to illness and accidents	Health and Safety Policy
Administering medicines	Supporting Pupils with Medical Conditions Policy
Emergency evacuation	Health and Safety / Fire procedures
Visitor identity and site security	Safeguarding / Visitor procedures
Children not collected or missing from education/provision	Safeguarding and Attendance procedures
SEND and reasonable adjustments	SEND Policy / SEN Information Report
Intimate care	Intimate Care Policy / agreed procedures
Online safety and electronic devices	Online Safety / Safeguarding Policy
Concerns and complaints	Complaints Policy

Appendix 2. Key statutory and guidance references

- Department for Education, Early Years Foundation Stage statutory framework for group and school-based providers, effective 1 September 2026.
- Department for Education, Changes to the EYFS framework from 1 September 2026.
- Standards and Testing Agency, 2026 Reception Baseline Assessment: assessment and reporting arrangements and administration guidance.
- Department for Education, Help for early years providers: safer sleep and screen use guidance.