



Early Years Foundation Stage Policy

December 2025

Review date: September 2026

1.0 - Introduction

“The early years foundation stage (EYFS) sets the statutory standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS aims to adopt the seven Key Features of effective practice:

- **The best for every child** – Children deserve the best, high quality, education to help narrow the gap of the disadvantage, in order for them to develop in line with their peers; ensuring inclusivity for all.
- **High-quality care** – Children’s experiences are at the forefront. High quality care is consistent throughout, with practitioners demonstrating understanding, compassion and joy as children experience new stages of development.
- **The curriculum: what we want children to learn** – Planning has a thorough comprehensive and ambitious overview of what children need to learn. Development of language is essential. Depth of learning and flexibility is key to success.
- **Pedagogy: helping children to learn** – Every child will make progress. Effective pedagogy demonstrates a range of different approaches, including a well-planned indoors and outdoors. Enabling environments and guided learning, work hand in hand to develop each child’s abilities.
- **Assessment: checking what children have learnt** – Assessment is about showing clear understanding of what children can do. Assessments are useful and purposeful, but should not remove the practitioner from children for long periods of time. Assessment should help to identify the possibility special educational need.
- **Self-regulation and executive function** – Executive function, encourages children to hold information, focus their attention, regulate behaviour, and plan what to do next. Self-regulated behaviour encourages focused thinking, being adaptable to different situations, regulating strong feelings, being patient and being resilient.
- **Partnership with parents** – Maintain a strong and respectful partnership, providing opportunities for regular feedback. There should also be opportunities for parents and carers to be heard. Understand what support children are receiving at home and offer extra support, if needed.

No job is more important than working with children in the early years.

(Department for Education 2020)

2.0 - Responsibilities

2.1 - The Governing Body has overall responsibility for the implementation of the Early Years Foundation Stage Policy of NET Academies Trust (Abbotsweld, Fawbert & Barnard’s, Harlowbury, Jerounds, Katherines, Latton Green, Longwood, Tany’s Dell and Waltham Holy Cross Primary Academies).

2.2 - The Governing Body has overall responsibility for ensuring that the physical Early Years Foundation Stage Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

2.3 - The Governing Body has responsibility for handling complaints regarding this policy as outlined in the Trust’s complaints policy.

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2.4 - The Head of School/Headteacher will be responsible for the day-to-day implementation and management of the Early Years Foundation Stage Policy.

2.5 - Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Foundation Stage Policy.

3.0 - Mission and Vision

Mission

At NET Academies Trust EYFS we develop and nurture the unique child, providing them with secure and memorable foundations for all their future endeavours.

Vision

We aim to provide rich and varied environments which challenge children through purposeful interactions every day, through:

Collaboration – All stakeholders understand the importance and values of EYFS.

Continuous Improvement – EYFS practitioners are reflective and constantly share best practise across the Trust.

Community – Parents will engage and participate fully with their child's unique individual learning journey.

4.0 - Learning and Development

4.1 - NET Academies Trust offers an EYFS curriculum based on an observation of children's needs, interests and stages of development.

4.2 - In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

4.3 - There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

4.4 - The 'prime' areas of learning and development are:

- **Communication and language** – Listening, Attention and Understanding, Speaking
- **Personal, social and emotional development** – Self Regulation, Managing Self, Building Relationships
- **Physical development** - Gross Motor Skills Fine Motor Skills

4.5 - The 'specific' areas of learning and development are:

- **Literacy** – Comprehension Word Reading Writing
- **Mathematics** – Number Numerical Patterns
- **Understanding the World** – Past and Present People, Culture and Communities, The Natural World

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- **Expressive Arts and Design** – Creating with Materials Being Imaginative and Expressive

4.6 - When working with the youngest children, Foundation One, focus is strongly on the prime areas, which are the basis for successful learning in the other specific areas.

4.7 - Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

4.8 - The class teacher will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

4.9 - The school takes reasonable steps to provide opportunities for children with English as an additional language (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.

4.10 - When assessing communication, language and literacy skills, assessments are in English. During assessment, if a child is found to not have a strong grasp on English, the Head of School/ Headteacher will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

4.11 - Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.

4.12 - The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

4.13 - Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- **Playing and exploring** – children investigate and experience things
- **Active learning** – children concentrate and 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 develop strategies for doing things

5.0 - Inclusion

5.1 - NET Academies Trust values all their children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

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

5.3 - SEND in the EYFS setting will be monitored and managed by the school's special educational needs coordinator (SENCO).

6.0 - The Learning Environment and Outdoor Spaces

6.1 - The classroom is organised in such a way that children can explore and learn in a safe environment.

6.2 - The enabling environment provides children with the opportunity to lead their own learning whilst the class teacher facilitates this play and consolidates understanding of new ideas and principles.

6.3 - The outdoor space is reflective of the indoor space representing the seven areas of learning within the space.

6.4 - Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

6.5 - There are toilet facilities available to the EYFS, and there are hygienic changing facilities located near the Reception class containing a supply of towels and spare clothes.

7.0 - Assessment

7.1 - 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.

7.2 - Parents will be kept up-to-date with their child's progress and development, and the Head of School/ Headteacher will address any learning and development need in partnership with parents.

7.3 - NET Academies Trust implements formative assessments to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.

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

8.0 - Safeguarding and Welfare

8.1 - NET Academies Trust takes all necessary steps to keep the children in our care safe and well.

8.2 - The academy's Designated Safeguarding Leads (DSL) are:

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<p>DESIGNATED SAFEGUARDING LEAD:</p>	<p>Katherine Benson: Abbotsweld Laura Biagioni: Abbotsweld Sophia Ovonlen: Fawbert & Barnard's Caroline Derriman: Fawbert & Barnard's Molly Sansom: Fawbert & Barnard's Jack Downey: Fawbert & Barnard's Jay Hutchinson: Fawbert & Barnard's Lee De Howes: Fawbert & Barnard's Sandra Graham: Harlowbury Vicky Early: Harlowbury Mel Dyer: Harlowbury Catherine Reeve: Harlowbury Laura Ciftci: Jerounds Penny Wallsworth: Jerounds Jeannette Harman: Katherines Georgia Threadwell: Katherines Emily Allen: Latton Green Julie Mahon: Latton Green Monica Holland: Longwood Nera Butcher: Longwood Dean Beaumont: Tany's Dell Fern Middleton: Tany's Dell Lisa Gadd: Tany's Dell Sue Preston: Tany's Dell Rebecca Wright: Tany's Dell Debbie Clifton: Tany's Dell Sarah Clarke: Waltham Holy Cross Lisa Golding: Waltham Holy Cross Jo Coton: Trust</p> <p>Linda Wagstaff: Safeguarding Officer</p>
<p>DESIGNATED SAFEGUARDING GOVERNOR:</p>	<p>Larisa Albu: Abbotsweld, Jerounds, Katherines, Latton Green and Longwood Penny Wallsworth: Fawbert & Barnard's and Waltham Holy Cross Heather Gotting: Harlowbury Lauren Ward: Tany's Dell</p>

9.0 - Staffing

- 9.1 - The academy will ensure that the DSL is available at all times during school hours and during school activities taking place outside of school hours, and that there is appropriate cover available for them.
- 9.2 - Any safeguarding or welfare issues will be dealt with in line with the Safeguarding and Child Protection Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

10.0 - Staffing

10.1 - NET Academies Trust has a robust Recruitment Policy in place to ensure, so far as it is possible, that members of staff employed in the EYFS are suitable.

10.2 - Upon employment, all EYFS staff 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.

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

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

10.3.1.1 - Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.

10.3.1.2 - The list of staff who hold PFA certificates can be found in the School Office.

10.4 - NET Academies Trust provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

10.4.1.1 - The school adopts the following staffing ratio 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 is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
- Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.
- Reception classes are limited to 30 pupils per school teacher.
- Where reception classes are mixed with groups of younger children (nursery pupils, non-pupils or younger children from a registered provider), the school will determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group. In exercising this discretion, the school will comply

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with the statutory requirements relating to the education of children of compulsory school age and infant class sizes.

10.4.1.2 - Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

11.0 - Health and Safety

11.1 - Our full Health and Safety Policy is available on request.

11.2 - Our full Medical Conditions Policy is available on request.

11.3 - The following general Health and Safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times.
- Children's dietary needs are acted upon.
- Snacks are available during the morning session.
- A first aider is accessible at all times.
- Accidents and injuries are recorded in an accident book.
- A fire and emergency evacuation procedure and policy are in place.
- A Photographs and Images Policy is in place which states that cameras that are used in school must not be used for staff member's own personal use.
- The Head of School/Headteacher will notify Ofsted of any food poisoning affecting two or more children, serious accident, illness, injury, or death of a child whilst in the school's care within 14 days of the incident.
- Smoking is not permitted on the school premises.

12.0 - Parental Involvement

12.1 - At NET Academies Trust, we firmly believe that the EYFS cannot function without the enduring support of parents.

12.2 - Parents are invited to termly parents' evenings; 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.

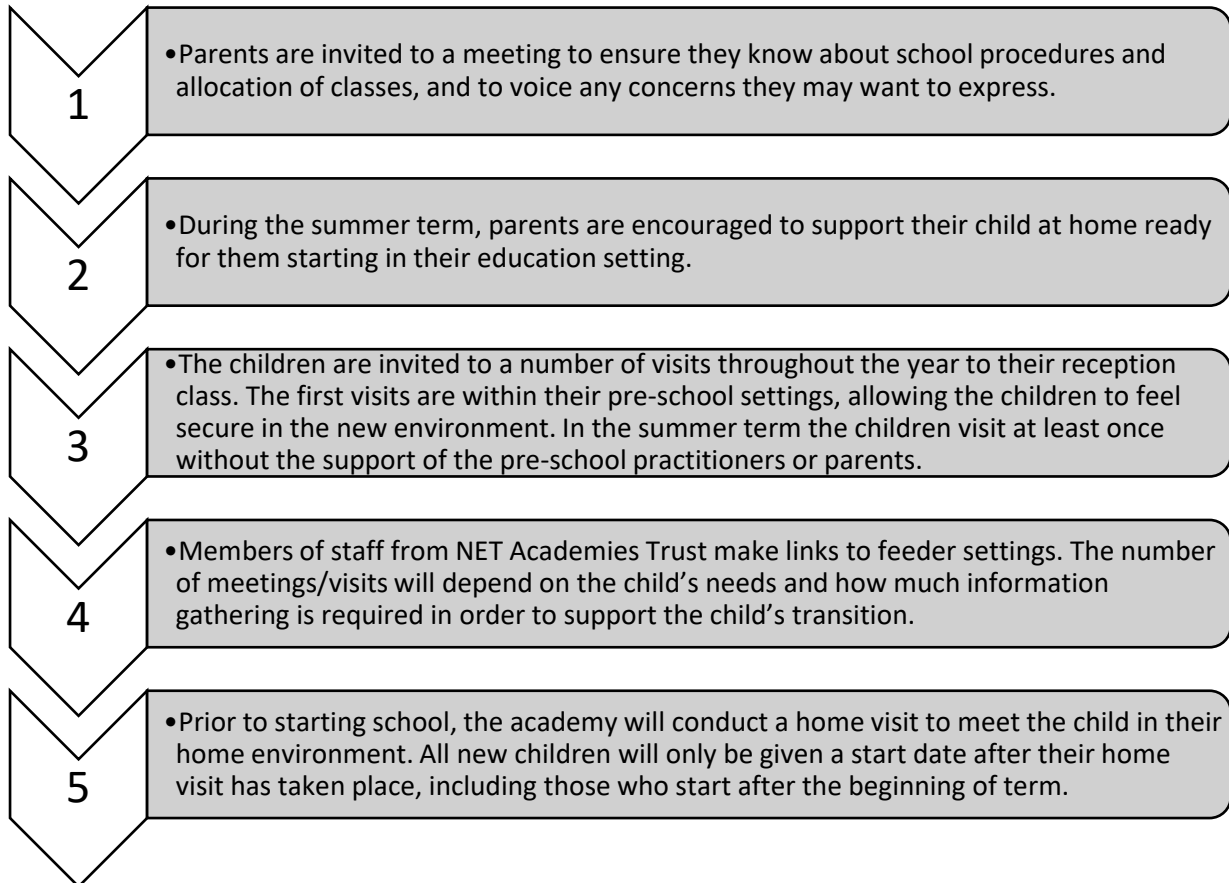
12.3 - The Head of School/ Headteacher office will be utilised for confidential discussions between staff and parents.

12.4 - Parents are asked to sign permission slips for any visits out of school, use of photographs of their child, and using the internet at school.

12.5 - Parents are asked to complete admission forms, a medical form, and to write a brief synopsis about their child to help the school to understand their character and personality.

13.0 - Transition Periods

13.1 - The following process is in place to ensure children's successful transition to reception class:



14.0 - Safer Eating

14.1 - Statement of Intent

School is committed to providing a safe, inclusive, and developmentally appropriate eating environment for all children, particularly those in the Early Years Foundation Stage (EYFS) and pupils with developmental delays or additional needs. The school aims to minimise food-related risks, promote healthy eating habits, and ensure compliance with the EYFS statutory framework

14.2 - Key Principles

14.2.1 - Safety First: All children will be supervised during mealtimes by staff trained in Paediatric First Aid (PFA), with at least one PFA-trained adult present at all times.

14.2.2 - Individual Needs: Dietary requirements, allergies, intolerances, and feeding support needs will be identified before a child starts school and reviewed regularly. This information will be shared with all relevant staff.

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- 14.2.3** - Inclusive Practice: Children with developmental delays will be supported sensitively during mealtimes, with adaptations made to food texture, utensils, seating, and supervision as needed.
- 14.2.4** - Food is prepared appropriately, cut to a size that is right for the child's age and stage of development, to minimise any risk of choking.
- 14.2.5** - Whole nuts, popcorn, marshmallows, and other high-risk foods will not be served to children under five.
- 14.2.6** - Safe Environment: Children will be seated upright in appropriately sized chairs. Distractions will be minimised, and children will be encouraged to chew thoroughly and eat calmly.
- 14.2.7** - Monitoring and Response: Staff will observe children closely while eating and be trained to recognise and respond to signs of choking or allergic reactions.
- 14.2.8** - All incidents will be recorded using the school's Choking Incident Form and shared with parents/carers.

14.3 Roles and Responsibilities

- 14.3.1** - At breaktimes and snack times there will be a designated staff member responsible for checking food safety and suitability.
- 14.3.2** - Parent Partnership: Parents/carers will be consulted in developing allergy action plans and feeding support strategies.

14.4 Training Requirements

- 14.4.1** - Choking Prevention Training: All staff involved in food preparation or supervision during mealtimes must complete choking prevention training. This includes recognising signs of choking and knowing how to respond effectively.
- 14.4.2** - Paediatric First Aid (PFA): At least one staff member with up-to-date Paediatric First Aid certification must be present during all meal and snack times. Training must include emergency response procedures for choking incidents and allergic reactions. It is also advisable that all adults are familiar with how to respond to a choking incident, [How to stop a child from choking - NHS](#) and how to resuscitate a child: [How to resuscitate a child -NHS](#)

15.0 - Monitoring and Review

- 15.1** - This policy is reviewed annually by Early Years Lead and was approved in December 2025.
- 15.2** - Any changes made to this policy will be communicated to all members of staff.
- 15.3** - All members of staff directly involved with the EYFS are required to familiarise themselves with all process and procedures outlined in this policy as part of their induction.
- 15.4** - The next scheduled review date for this policy is September 2026.

Appendix 1

BritishRedCross

Choking

(one year to puberty)

1

Give up to five back blows: hit them firmly on their back between the shoulder blades, checking the mouth between back blows. If back blows do not dislodge the object, move on to step 2.

2

Give up to five abdominal thrusts: hold the child around the waist and pull inwards and upwards above their belly button.

3

Call 999 (or get someone else to do it) if the blockage does not dislodge.

4

Continue with cycles of five back blows and five abdominal thrusts and follow the guidance of the 999-ambulance operator.

