



Policy for Early Years Foundation Stage

Document Reference Number (if already used)	
Title	Early Years Foundation Stage
Policy Owner	Sara Fox – Early Years Leader
Version	2
Approved Date	September 2026
Approving Body	School Standards Committee
Next Review Date	September 2027

Version Control

Version	Last Modified	Last Modified By	Document Changes
2	September 2026	Sara Fox	References to Safer Sleeping, Allergy Awareness, screen time and Nursery session costs

1. Aims

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experience between birth and age five has a major impact on their future life chances. High quality, early learning provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that must be met 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.

This policy aims to ensure:

- **quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind, a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly**
- **partnership working between practitioners and with parents and/or carers**
- **equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported**

2. Legislation

This policy is based on the requirements set out in the Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers, effective from 1 September 2026, and relevant Department for Education guidance.

3. Structure of the EYFS

Early Years at Stoneydelph Primary School is made up of one Reception class, we also have our own school nursery called the 'The Learning Tree Nursery', which caters for children aged 2-4. The Reception class is made up of one class teachers (EYFS Lead), a level 4 qualified HLTA (part time) and a Learning Inclusion Assistant (full time). A nursery manager oversees the school nursery. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs.

Nursery sessions and additional costs

We offer morning, afternoon and all day places to two, three and four year old children at 'The Learning Tree Nursery'. We accept government funding (THINK2- 15 and 30 hours included) in addition to paid places.

Our nursery is called 'The Learning Tree Nursery' and is based within Stoneydelph Primary School and forms part of the school's Foundation Stage, working closely with Reception. 'The Learning Tree Nursery' offers children an exciting, well-resourced and secure place to play, learn and when needed, rest.

Children are encouraged to develop a love for learning and curiosity of the world around them. This learning is tailored to the needs and interests of the children and helps them become independent, confident learners. At 'The Learning Tree Nursery', staff also like to have open communication with our parents and try to encourage them to be part of the children's learning journeys.

Session times and Costs

We offer morning and afternoon sessions at 'The Learning Tree Nursery' with the option of staying for lunch. The prices and times are below.

Funding

We offer private and government funded places for 2, 3 & 4 year olds; this is currently 15-30 hours per week.

Prices from September 2025

Session	Times	Price
AM 15 session	8.45am-11.45am	Funded 15 hours Or £17.50
AM 15 Extra	8.45am-12.15pm	Funded plus £3.00 per day
PM 15 session	12.15pm-3.15pm	Funded 15 hours
All day 30	8.45-2.45pm	Funded 30 hours
All Day 30 Extra	8.45am-3.15pm	£3.00 extra per day
Extra paid for sessions		£17.50 per session

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes seven areas of learning and development that are crucial in shaping a child's education in Early Years. These are split into three prime areas and four specific.

The prime areas are:

- communication and language

- physical development
- personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

At Stoneydelph Primary School, we consider the individual needs, interests and development of each child in Early Years. We use this to plan a challenging and enjoyable curriculum for each child in all areas of learning and development.

When planning and guiding the children with their learning, staff at Stoneydelph Primary School reflect on different rates at which the children develop and adjust their practice effectively. Staff always take into account the characteristics of effective teaching and learning which are:

- playing and exploring
- active learning
- creating and thinking critically

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. Cornerstones Curriculum Maestro is used to support the children's learning and offers memorable experiences at the start of each topic.

Staff are mindful of all children's needs and take these into account when planning an enjoyable, memorable curriculum.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. All staff members discuss learning, key skills and next steps for our children.

We use Tapestry to support our assessment at Stoneydelph Primary School and staff are well trained in using this to support in identifying next steps for children. Gaps in learning identified will be carefully planned.

4.2 Teaching

Each area of learning and development is implemented both indoor and outdoor through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Both Reception and Nursery have daily inputs that are delivered by the Early Years staff. The children will then work in small groups with an adult and continue to access their learning through continuous provision. The Reception children free flow between the Reception classrooms and the same applies to children at 'The Learning Tree Nursery'. Outside provision is available to all of our children and Forest School activities also held weekly.

From age 2 onwards, children will have a daily phonics sessions which follows the schools phonics scheme Supersonic Phonic Friends.

Learning will be adapted to suit children who attend 'The Learning Tree Nursery' all day to ensure that the children are appropriately challenged.

5. Assessment

Children are baselined upon entry to Early Years. In Reception, this is using the statutory Reception Baseline Assessment (RBA). Throughout the year, children are assessed through observations which is recorded on our online platform Tapestry. This is reviewed regularly to ensure that support is in place for children at risk of falling behind. At the end of Reception, the Early Years Foundation Stage profile is completed.

6. Working with parents

Within Early Years at Stoneydelph Primary School, we recognise the importance of building good relationships with our parents and are always keen to involve them in their child's learning. Throughout the school year, we offer the following workshops.

- Phonics (autumn term)
- Come and read with your child (half termly)
- Topic focused craft sessions
- Stay and Play sessions
- Taking part in phonics and maths lessons

We have great feedback about our parent sessions and would encourage parents to take part.

At Stoneydelph Primary School, we use Class Dojo to keep in touch with our parents and to update them on what is going on in class. Children's class teachers are contactable on Class Dojo, should a parent have any concerns that they wish to discuss.

During the autumn term and spring term, we hold our parental consultation evenings where parents are encouraged to come and hear how their child is getting on at school. This is also a great opportunity to share work that children are proud of.

Parents are asked to read daily with their child and to leave comments in their child's reading diary. This can be phonics books or books to encourage reading for pleasure.

7. Safer sleeping

Our safeguarding and welfare procedures are outlined in the school safeguarding policy.

Staff will be familiar with the DfE safer sleep guidance and will ensure that sleep arrangements, supervision and risk assessments are reviewed regularly. Parents/carers will be consulted about children's individual sleep needs where appropriate.

The Early Years Foundation Stage requirements for safer sleep were strengthened from 1st September 2026. Stoneydelph Primary School will ensure that any child who sleeps or rests in the Early Years setting is provided with a safe, suitable and appropriately supervised sleep environment.

8. Screen use

Any digital content used with children will be checked beforehand and will be age appropriate, slow-paced, predictable, advert-free and free from scrolling or autoplay. Staff will consider the individual needs of children, including SEND, and will work with parents/carers to promote healthy and balanced screen use.

Screens will not be used as a substitute for high-quality adult interaction, active play, outdoor learning, physical activity, stories, or social interaction. Screen use will be short, purposeful and interactive, with adults co-engaging with children through commenting, questioning, predicting and discussion. Screens will not be used routinely to calm children or manage behaviour.

For children aged 2 to 5, screen time should be limited to up to 1 hour a day, and less if possible. These limits do not apply to screen-based assistive technology used by children with SEND where this provides an essential benefit.

From 1 September 2026, the EYFS statutory framework requires providers to have regard to Department for Education guidance on screen use in early years settings. At Stoneydelph Primary School, screen use will therefore be limited, carefully planned and clearly linked to an intended learning or development purpose.

9. Benedict's Law

The school will work with parents/carers to ensure that allergy information is accurate and up to date and that children with allergies are included safely in all aspects of nursery and Reception life, including meals, snacks, celebrations, trips and activities.

All staff working in Early Years will receive allergy awareness training, including recognising signs and symptoms of anaphylaxis, knowing the appropriate emergency response and understanding how to use an adrenaline auto-injector. Training will be refreshed annually and staff will be expected to apply their training confidently in practice. Allergy incidents and near misses will be recorded and reviewed so that any learning is used to improve practice.

The school will maintain clear arrangements for identifying, recording and managing children's allergies, including Individual Healthcare Plans where appropriate, and will ensure that relevant allergy information is shared with staff who need it to keep children safe. The school will maintain appropriate emergency arrangements, including spare adrenaline auto-injectors in line with the statutory guidance.

From September 2026, the school will follow the Department for Education's statutory guidance on supporting children and young people with medical conditions and allergy, commonly referred to as Benedict's Law. Allergy safety is treated as a whole-school safeguarding and welfare responsibility, including within the school nursery.

10. Monitoring arrangements

This policy will be reviewed and approved by Sara Fox (EYFS Lead) and Esther Parsons (Headteacher) every year.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy Section 31.0 (EYFS Framework)
Procedure for responding to illness	See Health and Safety Policy Medical Conditions
Administering medicines policy	See Medical Conditions Policy
Emergency evacuation procedure	See: Health and Safety policy Fire Evacuation Plan Emergency Lockdown Procedure
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 Uncollected Child Policy
Procedure for dealing with concerns and complaints	See Safeguarding Policy Section 27.0 (managing complaints) See Community Academy Trust Complaints Policy