University Schools Trust
A transformational education

Early Years Foundation Stage (EYFS) Policy

September 2024

Title:	Early Years Foundation Policy
Procedure Code:	SF1.1
Source:	UST
Document Owner:	Trust Leader
Review & Update By:	Trust leader
Advisory Committee:	Standards Committee
Approval Committee:	Trust Board
Date Approved:	September 2024
Date of Publication:	September 2024
Date of Next Review:	September 2025
Required on Website:	No

0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
September 2024	14 App. 3	Inclusion of Supervision Requirements as per EYFS Framework 2024
September 2024	4	Changes to KCSIE references
October 2022	All	Changes to KCSIE references
August 2022	All	Update to new brand

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

"Supervisor" is a person who conducts and leads the supervision meetings. It does not hold a specific place directly within the line management structure of the school in general or in relation to individual supervisee.

"Supervisee" is a person within the staff who receives a supervision meeting. The supervisee role has no specific position within the school staffing structure.

2. Scope of the Policy

This policy applies to Early Years settings within schools within the University Schools Trust.

3. Policy Aims and Ethos

At the University Schools Trust (UST), we greatly value the importance of the early years foundation stage (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.

4. Links to Legislation and Guidance Documents

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
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2024) 'Statutory framework for the early years foundation stage'
- DfE (2023) 'Development Matters'
- DfE (2024) 'Keeping children safe in education 2023'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2024) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

5. Roles and Responsibilities

5.1. Trust Board and Governing Body

The governing board is responsible for:

- Ensuring there is a comprehensive and rigorous policy in place to safeguard children.
- 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.
- Monitoring the implementation of this policy and all related policies (see Appendix 1).
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Holding the Headteacher accountable in the implementation of this policy.

5.2. Headteacher

The Headteacher is responsible for:

- Ensuring the effective implementation of this policy.

- Supporting other staff members and leaders to fulfill their roles and responsibilities effectively in line with this policy.

5.3. Staff

All staff working within the Early Years setting are responsible for:

- Familiarising themselves with, and following, this policy.
- Familiarising themselves with, and following, school specific guidance regarding the day-to-day running of the EYFS setting
- Remaining alert to any issues of concern in children.

6. Importance of the Early Years

Through the implementation of this policy, we 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:

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

7. Learning and Development

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education. When children begin in the Early Years setting, they will be assigned a key person. The name of this key person will be communicated with parents.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances 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.

7.1. The 'prime' areas of learning and development

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

7.2. The 'specific' areas of learning and development

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 in line with the Statutory Guidance, 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.
- 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 develop strategies for doing things.

Teachers and leaders understand how Early Years learning and development underpin the national curriculum in KS1 and beyond. Further information about our curriculum can be found on each school's website, or by contacting the school directly.

8. 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, and the EYFS lead will address any learning and development needs in partnership with parents.

Ongoing formative assessments are 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.

The EYFS staff will undertake a summative assessment of the level of each child's development at certain stages in line with the Statutory Guidance. These include:

- 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 reports EYFS Profile results to the LA (Local Authority) 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.

EYFS practitioners 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. If a child is identified as requiring further educational support, this will be discussed with parents and where appropriate referred to the Special Educational Needs Co-Ordinator (SENCO).

The school takes reasonable steps to provide opportunities for children with EAL (English as an Additional Language) 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. EYFS practitioners will discuss any cause for concern in a child's progress within language acquisition with the child's parents to determine if any additional support may be beneficial for the pupil.

Further information about assessment processes in the Early Years can be found by contacting the school directly.

9. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. Our policies ensure that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policies ensure all children receive the support they need and are given the best learning experience possible. The school's SENCO will monitor the progress of children with SEND and will offer specific support where appropriate to meet children's needs.

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

10. Learning Environment and Outdoor Spaces

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

Learning opportunities are specifically planned for our outdoor areas to support children's learning and development. Children have daily access to a safe outdoor environment, unless circumstances, such as adverse weather, would make outdoor activity inappropriate and unsafe.

There are toilet facilities available to the EYFS, and hygiene facilities located near to our Early Years Classrooms.

11. Safeguarding and Welfare

All necessary steps are 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 are required to read this policy as part of their induction training. Further information about the safeguarding procedures can be found in the policy. All staff members and volunteers are required to follow our safeguarding procedures.

Staff will receive annual 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.

12. Use of Computers, IT and Mobile Phones

In the Early Years, devices such as iPads and tablets are used by staff members regularly in line with the implementation of the policy. All staff members follow the UST policies regarding computer use, online safety, internet use, mobile device use and photograph permissions (see Appendix 1).

13. Health and Safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health. This forms part of the Early Years Statutory Framework.

Parents will be contacted if their child is involved in an accident or acquires an injury during the school day. First Aid kits are available throughout the setting and an appropriate number of staff are First Aid trained. 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.

The Headteacher 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.

Medicines will only be administered to pupils if the medicine has been prescribed by a doctor and if parents have signed the appropriate documentation in advance (see individual schools' Medical Needs policies). Information about dietary requirements, food allergies and any special health considerations a child should be shared with the school at the earliest opportunity. Fresh drinking water is always available.

Further information can be found in the school's Health and Safety Policy and Fire Safety Policy (see Appendix 1).

14. Staffing

14.1. Recruitment

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

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.

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 work within the EYFS setting will be supported 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.

Our Early Years settings are appropriately staffed in line with statutory guidance on ratios and qualifications. 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.

When children begin in the Early Years setting, they will be assigned a key person. The name of this key person will be communicated with parents.

14.2. Training and Support (Supervision Requirements)

In accordance with the revised Statutory Framework for the Early Years Foundation Stage 2024, specifically paragraphs 3.27 and 3.28, staff supervision is a statutory requirement for providers and practitioners to engage with.

Supervision is primarily a tool to support the management of practice. It will provide practitioners with a route through which to raise any professional queries, discuss career progression, clarify roles, responsibilities and work tasks, support performance management and build their confidence in supporting children's development. It should also be an opportunity for practitioners 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.

The frequency of meetings is determined by the experience of the member of staff, the complexity of the role and the individual nature of the children in the staff member's care.

Details regarding the format and process of the supervision meetings are found in appendix 3.

15. Information and Records

Information is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy (see Appendix 1).

16. Parental Involvement

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

Parents are invited to regular 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 where appropriate. Parents are encouraged to book a meeting with their child's teacher to discuss issues or concerns.

On entry to the Early Years, parents will be given the opportunity to share with teachers and practitioners' information about their child's development.

17. Transition Periods

To support a successful transition between year groups, parents will be invited to workshops and will receive information about their child's new class teacher or key person, and routines in the new class. Children are supported to become familiar with their new classroom and the teachers plan carefully at the start of the year to ensure transitions are smooth for pupils. EYFS practitioners ensure

information is share effectively with relevant members of staff. If parents have concerns about the transition period, they should speak to the school in the first instance.

18. Monitoring and Review

This policy is reviewed regularly by the Trust Board and the Headteacher.

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

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

19. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____

20. Appendix 1 – List of Key Individuals

21. Appendix 2 - List of Relevant Policies

UST Wide-Policies	
Code of Conduct GDPR and Data Protection Policy Admissions Policy Whistleblowing Policy Complaints Policy Internet Use Policy Equalities Policy Child Protection and Safeguarding Policy	
Cyril Jackson Specific Policies	**St Paul's Way Foundation and Sir William Burrough Primary Specific Policies**
Behaviour for Learning Policy Behaviour Positive Handling Policy Anti-Bullying Policy First Aid Policy Special Educational Needs Policy Health and Safety Policy Fire Safety Policy	Additional Education Needs and SEND Policy Behaviour Policy First Aid and Medical Needs Policy Anti-Bullying Policy Health and Safety Policy Fire Safety Policy

22. Appendix 3 – Supervision Meeting Procedures

22.1. Supervision Meeting Overview

Supervision meetings are meant to provide practitioners 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 practitioners 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.

The meetings are also an opportunity for the staff to discuss with a senior member of staff any concerns they may have about practice in the setting. It is important therefore that a trusting relationship exists between the supervisor and supervisee. It should however be made clear to the supervisee that any concern shared with the supervisor which has an immediate impact on the safeguarding of children in the setting will be followed up and acted upon where appropriate.

Supervision Meeting records must remain confidential and not be accessible to other setting staff outside of safeguarding concerns. Should any appropriate concern be raised in a supervision meeting or at any other time to an appointed supervisor, it will be dealt with in line with the school's Whistleblowing policy.

When an employee leaves the setting the supervision records will be held by the employer for five years when they can be destroyed securely and confidentially.

22.2. Supervision Meeting Frequency

All staff working within EYFS will have a supervision session at least once per half term (i.e. 6 times per year) in order that any concerns about the practice of colleagues can be raised if necessary.

22.3. Supervision Meeting Responsibilities

The EYFS leader and SLT are responsible for ensuring that regular supervision meetings are conducted with every member of EYFS staff.

22.3.1. Supervisors

The individuals conducting the supervision meeting will ensure that Supervision Meetings are:

- Arranged in advance and changed only in exceptional circumstances. As a minimum the time and date of the next meeting must be arranged as part of the current meeting.
- Well-structured to allow contributions from both parties
- In a location that will be free from interruption and allow confidential discussions to take place.
- Recorded accurately and a copy is provided to the supervisee (see section 22.6 for the proforma)

In the event of disagreement between the supervisor and supervisee, the supervisor will refer the matter to the Headteacher

22.3.2. Supervisees

The supervisees will:

- Prepare appropriately for each Supervision Meeting by reviewing notes from previous meetings (including Supervision Meetings) and considering the issues to discuss.
- Talk openly about successes and challenges faced.
- Be prepared to plan and undertake training as agreed.
- Read and agree the notes from the meeting and carry out the required actions.

22.4. Supervision Meeting Focus

Each meeting will include the following areas:

- Issues related to performance and training needs
- Opportunity to declare any offences since their last DBS as well as any other reason or incapability to work with children.
- Opportunity to discuss difficult issues, including but not exclusively:
    - Working relationships
    - Concerns regarding colleagues' behaviour and action
    - Concerns or worries about children in the provision and/or their families

Individual attitudes and the opinions, values and beliefs underpinning these need to be explored to assist staff in distinguishing personal and professional beliefs and to develop a professional identity.

The Little Ted's serious case review made it clear that the supervision process must provide a safe space where difficult issues may be raised in a supportive and confidential manner. For example: working relationships, concerns about colleagues' behaviour and actions and the impact of personal relationships on reporting concerns.

22.5. Supervision Meeting Resources

22.5.1. Example Supervision Questions

- Is there any training you have identified you require/would like to help you in your current role?
- Key person role – Do you have any issues or concerns regarding children's development, progress or well-being?
- Can I do anything to help you with any issues regarding your key person role? Is there anything hindering you supporting any individual children?
- Have you any ideas about how you can improve or develop yourself/your childcare practice?

22.5.2. Support materials

- Why Early Years Supervision is important
- Leicester Childcare Service Supervision Toolkit

22.6. Supervision Meeting Template

Staff member:	Supervisor:
Date of meeting:	Duration of meeting:
Agenda: •	
Areas discussed:	
Concerns raised about pupils/staff/parents:	
Signed (Staff member): Date:	
Signed (Supervisor): Date:	