



# Early Years Foundation Stage Policy

Version	Date	Actions Taken	Person Responsible
1	15.06.2016	Policy updated	
2	07.03.2019	Policy updated	C. Anns and A.Igglesden
3	01.07.2021	Policy updated	EYFS Team
4	27.09.2021	Policy accepted	School Improvement Committee
5	29.01.2024	Policy ratified	Full governing body
6	09.02.2026	Policy ratified	Full governing body

## Queens' Federation Early Years Foundation Stage Policy

High quality early years education is a firm foundation for future learning and development. The Early Years Foundation Stage is followed with children from birth to the end of their reception year. The Early Learning Goals set out what is expected of most children at the end of the Foundation Stage. Our policy is based on the requirements set out in the EYFS Statutory Framework 2025 for Group and School-Based Providers. Within this framework there are four guiding principles which 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 practitioners and parents and/or carers.
- Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

### Aims

At the Queens' Federation, we aim to provide the highest quality care and education for all our children to support them in making good progress in all areas of learning. We aim to respond to the individual needs of our children, their families and the community to secure good foundations on which future learning can be built. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to develop into independent and lifelong learners.

This policy aims to ensure:

- that children access a broad and balanced curriculum that builds on children's prior knowledge and skills and gives them a broad range of knowledge and skills needed for good progress through school and life,
- quality and consistency of teaching,
- provision of exciting and challenging learning experiences for all children across the seven areas of learning,
- close partnership working between practitioners and with parents / carers and with outside agencies when required,
- the provision of a welcoming, stimulating and safe environment in which children and their parents feel happy and secure,
- every child is included and supported through equality of opportunity and anti-discriminatory practice.

### Curriculum

The EYFS Framework includes seven areas of learning and development that are equally important and interconnected. Three areas, known as the prime areas, underpin the entire curriculum. They are seen as particularly important for igniting curiosity and enthusiasm for learning and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

### **Planning**

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas. Learning is holistic and cannot be compartmentalised. One experience may provide children with opportunities to develop a range of competences, skills and concepts across several areas of learning.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Purposeful play activities and well planned continuous and enhanced provision, both in the indoor and outdoor environments, support and develop children's individual needs and enable all children to learn in challenging and enjoyable ways and to develop their knowledge, skills and understanding in each area of learning. A strong emphasis is placed on the development of communication and language skills in all areas of learning; this is supported through exposure to rich and varied language, both in conversation and through the use of a wide range of high quality texts. Children will be included in the planning process, enabling themes and learning to support and develop children's interests.

### **Teaching and Learning**

Each area of learning and development is implemented through planned, purposeful play. Children will have opportunities to engage in child-led play, play which is sensitively supported and extended by adults, as well as play which is guided towards more specific educational outcomes. Staff will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1, while also maintaining opportunities for play-led learning throughout the day.

The EYFS environments are organised in such a way that children can explore and learn in a safe environment. Equipment and resources are accessible and can be located and used independently by children. The enclosed outdoor spaces are secure and offer children the opportunity to explore a different environment, presenting them with different challenges and experiences. Children are encouraged to learn outdoors at all times of the year and in all weathers.

### **Inclusion**

All children will receive high quality teaching on a daily basis. In addition to this, where children have been identified as having a specific need, intervention programmes may be implemented. Teachers and teaching assistants will plan programmes together and where needed liaise with the school SENDCO.

### **Assessment, Recording and Reporting**

At the Queens' Federation, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their interests and learning styles, to identify particular barriers to learning and to identify how we can help children move forward with their development.

Observations are used to shape future planning within all areas of learning. Staff also take into account observations shared by parents and carers.

When a child is aged between 2 and 3, staff review their progress and provide parents and carers with a written summary of the child's development in the three prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). (The requirements for the RBA are set out in Annex B of EYFS statutory framework)

At regular points during each year (on entry and at the end of each term), summative assessments will be made and recorded. Children will be assessed as being 'on track' or 'not on track' to achieving expected levels of development for their age group.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the seventeen early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels of development ('emerging')

The profile reflects ongoing observations, and discussions with parents / carers. The results of the profile (but not the reception baseline assessment) are shared with parents / carers for their child.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

### **Working with Parents / Carers**

We recognise that children learn and develop well when there is a strong partnership between staff and parents / carers.

Parents / carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents / carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a **key person** who helps to ensure that their learning and care is tailored to meet their needs. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate. In our Reception classes, the key person will be the class teacher.

We work with parents by offering the following:

- Opportunities are provided for children to visit their EYFS setting (Nursery or Reception) and meet school staff in the term before they start.
- Parents are given the option of a staggered start for their child, where this is in the best interests of the child and the needs of the family.
- A 'Reception New Parents Evening' is held annually in the Summer Term. This provides parents with an opportunity to visit the school and Reception classrooms, find out important information about life in Reception and meet key members of school staff.
- A parent event (Reception Meet the Teacher) is also held early in the Autumn term. The session includes an in depth discussion about school routines and the EYFS curriculum. Ideas are given

for how parents can become involved at school and also how they can contribute to their child's learning at home. Workshops are offered throughout the year covering topics such as how children learn to read and the teaching of literacy and mathematics. Additional supportive material and resources are also sent home as appropriate.

- Weekly newsletters are sent home giving details of current learning.
- Twice yearly parent consultations allow teachers to discuss with parents how their child is progressing in all areas of learning. Parents are also encouraged to contribute to this process.
- The Early Years team also has an open-door policy. Parents and carers are encouraged to discuss their children's learning, progress and other issues as soon as they arise, at the beginning or end of the school day or at another mutually convenient time.
- Parents have the chance to contribute to ongoing assessments and celebration of their child's progress and learning by completing observations on Tapestry.
- From the outset, parents are encouraged to play a full part in the life of the school. According to the time they have available, we encourage parents to help with one-off activities and events, to volunteer at a regular time each week in their child's class, and to become involved in our active PSFA.

### **Record of Children's Learning Journey**

Children attending the Early Years Foundation Stage have a personal learning journal that records photographs, observations and comments, in line with the statutory framework for the Early Years Foundation Stage. We use an online system called Tapestry to record and store observations, achievements and next steps relating to each child's learning. This is a safe and secure system and one that enables parents and carers to access their child's learning journal at any time. They can share it with their child and family at home and also post comments and photographs of their own, helping to create a view of the child and strengthen parent - school partnerships. It is a reflection of children's learning in the EYFS framework. Each learning journal will provide evidence of the progress each child has made throughout their time with us in the Early Years Foundation Stage.

Tapestry allows staff and parents to access their child's learning journal from a computer or tablet via a personal, password-protected login. Parents logging into the system are only able to see their own child's learning journal.

As part of our online safety policy, parents are asked to sign a consent form (please see appendix 1) giving permission for their child's image to appear in other children's learning journals, and to protect images of other children that may appear in any photographs contained in their child's learning journal. Before accessing the system, parents sign to agree not to share information including photographs on any other online platforms or social networking sites such as Facebook, Instagram or Twitter.

Observations added into the Tapestry system are validated by the child's classteacher before being added to the child's learning journal. Staff will take photographs of individuals and groups of children accessing the provision and learning throughout the week. Teachers will then post on Tapestry, a round-up of the weekly learning called 'News of the Week.' Information about upcoming school events will also be posted. Observations will be regularly added to each child's learning journal.

Observations will consist of a photograph or video with a description of the learning that has taken place. Next steps to support child's learning will also be regularly added to individual learning journals.

In addition to individual observations, group observations will also be posted on Tapestry to showcase examples of children's learning. These may not always include every child, but are used to represent typical learning experiences within the setting.

A child's learning journal is a document recording their achievements and development, and parents may add comments on observations or contribute photographs, videos or information about activities they have been doing at home. Tapestry can be used as a general communication tool between home and school. However, if parents have concerns about their own child, this should be dealt with through the usual channels e.g. face to face discussion with class teacher.

The learning journal begins once the child has started in the Early Years Foundation Stage EYFS at the Queens Federation. If a child leaves in the middle of the school year, permission will be sought from the parent before their Tapestry learning journal is sent electronically to a new school.

Parents and carers will have the opportunity to download their child's learning journal as a keepsake, before the end of the academic year or on leaving during the academic year. If a child attends both Nursery and Reception at the Queens Federation, Tapestry learning journals will continue throughout the EYFS. All learning journals of Reception children will be deleted at the end of the academic year.

### **Tapestry Safe Use Agreement**

- Staff should log out of the Tapestry app / programme when they have finished in order to maintain confidentiality.
- Staff must not share log-in or password details with anyone not employed by the Queens Federation.
- Staff should not share any information or photographs relating to children with any person not employed by the Queens Federation.
- Staff will take all responsible steps to ensure the safekeeping of any portable devices (e.g. iPad or tablet) that they are using, and report any missing devices.
- If accessing Tapestry on a private computer, or not on Queens Federation premises, staff must maintain confidentiality and professionalism.
- All entries on Tapestry must be appropriate and relevant.
- All entries on Tapestry remain the property of Queens Federation.
- At all times, staff must comply with the child protection / safeguarding policies of the school and online safety policies.

**Note:** Should we find parents / carers using Tapestry inappropriately, their access may be terminated.

### **Staffing ratios**

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:
  - o Where there is a person with qualified teacher status, early years professional status, or early years teacher status, an instructor or another suitably-qualified, overseas-trained teacher:
    - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
    - For all other classes, we have at least 1 member of staff for every 13 children
  - o At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status

- o Where a person with the above qualifications is not working directly with children, we have at least 1 member of staff for every 8 children
  - At least 1 member of staff must hold an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
  - At least half of all other staff hold an approved level 2 qualification

### **Paediatric first aid (PFA)**

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. A list of staff with current PFA is displayed in an area accessible to parents.

### **Staff training**

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew safeguarding training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns

Our safeguarding leads (DSL and DDSL's) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

### **Safer recruitment**

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding and child protection policy and our safer recruitment policy for more detail.

### **Whistleblowing**

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the federation leadership team. See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing, this can be found on the school website.

### **Health, Safety and Welfare**

It is important to us that all children in the school are 'safe'. We aim to educate the children about boundaries, rules and limits and to help them understand why they need to be in place. We provide children with choices to help them develop this important life skill. Children should be allowed to

take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Across the Federation, there are clear procedures for assessing risk. These include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS and in the Queens' Federation Safeguarding and Child Protection Policy there is detailed information and procedures to ensure the safety of the children.

In the early years, we promote good oral health as well as good health in general. We do this as part of our curriculum through adult-led activities and play-based exploration, for example by talking to children about:

- the effects of eating too many sweet things,
- the importance of healthy food choices,
- the importance of brushing teeth.

### **Safer eating**

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework).

Before a child joins our setting, we will obtain information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

### **Toileting and privacy**

We make sure that there are suitable and hygienic nappy changing facilities for any children who are in nappies. During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs. Please see our intimate care policy for more information.

### **Absence**

We're required to promptly follow up on absences. If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts. See our attendance policy, for more information, including our expectations of parents/carers to report child absences.

### **Monitoring Arrangements**

This policy will be reviewed and approved by the Federation Leadership Team alongside the Early Years Phase Leaders every three years.

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

This policy links closely to:

- Assessment Policy
- First Aid Policy

- Health and Safety Policy
- Intimate Care Policy
- Medical Needs Policy
- Mobile Phone Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Whistleblowing Policy and Procedure

January 2026

## Tapestry Learning Journey

At Queens' Federation we use an online Learning Journey called 'Tapestry.' Tapestry is an online system that gives you secure access to all the observations and photographs taken of your child over the time they are in the Foundation Stage. We will be encouraging you to share your own observations and photographs from home too. Once you are registered by us you can check your child's learning journey anytime you want. We will provide you with details on how to use Tapestry in September. If you have any queries or concerns please talk to your class teacher at your home / school visit.

Please fill out the below information in order for us to set you up with your own Tapestry account and give it to your class teacher at your home / school visit.

Child's Name:

\_\_\_\_\_

Class:

\_\_\_\_\_

The email address I / we wish to use to access my child's Tapestry account is:

\_\_\_\_\_

(for example parent@email.com)

The user name I / we wish to use to access my child's Tapestry account is:

\_\_\_\_\_

(for example Mr and Mrs Parent)

I give permission for my child to be included in group observations

Yes    No

(Photographs / videos in a 'group observation' will be visible to parents / carers of other children in the same observation.)

**By signing this agreement you agree not to share any information, including photographs, on any online platforms or social networking sites.**

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_