



Early Years Foundation Stage (EYFS) Policy

Reviewed by the Standards and Curriculum Committee:	Autumn 2025
Adopted by the Governing Body:	Autumn 2025
To be Reviewed:	Autumn 2026



CONTENTS

1. AIMS	2
2. LEGISLATION	3
3. STRUCTURE	3
4. CURRICULUM - PLANNING AND TEACHING	4
5. ASSESSMENT	6
6. WORKING WITH PARENTS	7
7. PROCEDURE FOR CONCERNs AND COMPLAINTS FROM PARENTS	7
8. SAFEGUARDING	8
9. MONITORING AND ASSESSMENT	8
10. ILLNESS	9
11. SPECIAL EDUCATIONAL NEEDS	10
12. SAFETY	11
13. MONITORING AND REVIEW ARRANGEMENTS	11
APPENDIX 1	12
APPENDIX 2	15



'In the light of Christ we will shine together'

Jesus said: I am the light of the world. John 8.12

Live as children of light – for the fruit of light is all that is good and true and right. Ephesians 5.8-9
Our ambition is to serve our community by providing an excellent education, which is inclusive and distinctive within the context of Christian belief and practice, upholding our values in the daily life of the Academy and in our relationships with others.

1. AIMS

- 1.1. This policy aims to ensure that children in the Early Years Foundation Stage (EYFS) access a structured, secure, caring and well-resourced learning environment both inside and out which meets all the individual developmental needs of our children and underpins all future learning.
- 1.2. At St Mary's Church of England Academy we understand the principles of child development and remain true to the pedagogy of good early years practice;
 - A unique child. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self assured.
 - Positive relationships. Children learn to be strong and independent through positive relationships between practitioners and with parents and/or carers. Children benefit from a positive partnership between home and school. Parents play a pivotal role in their children's development and by working in partnership with them we will help each child to reach their potential. Smooth transitions into school are supported through induction evening, stay and play sessions, nursery visits and home visits.
 - Enabling environments with teaching and support from adults. Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers. In the Early Years children learn best through first-hand experiences and a stimulating environment is needed to foster and develop lively, imaginative, enquiring minds.
 - Learning and development. Children learn and develop in different ways and at different rates. They should be given sufficient opportunities to develop knowledge, confidence, self-esteem, independence, self-discipline, individuality, responsibility, perseverance, co-operation and social awareness. Research shows that high quality childcare during the early years has a lasting impact on children's learning and development.
- 1.3. St Mary's Church of England Academy's staff will provide a curriculum for the last year of EYFS (the Reception year) which will establish the foundations that underpin all future learning. This is monitored by governors.
- 1.4. At the core of our curriculum is the development of positive attitudes and dispositions towards learning and fostering the development of positive behaviour and social interaction skills; promoting



and developing personal, social and emotional well being; encouraging the development of self-confidence and positive self-awareness; enabling children to develop the skills of attention, concentration and persistence; placing speech, language and communication at the heart of learning; laying the foundations for developing reading and writing; developing early mathematical skills and concepts; developing an understanding of the world in which children live; enabling children to be creative in their responses to their world and in their development of skills; encouraging children to develop their imagination through the exploration of media and materials; promoting healthy and safe physical development – both gross and fine motor; encouraging independence and ownership of own learning.

- 1.5. Children need security, love, friendship, encouragement, motivation, stimulation, praise and consideration to develop as individuals. The whole child is important - social, emotional, physical, intellectual, spiritual and moral developments are interrelated.

2. LEGISLATION

- 2.1. This policy is based on requirements set out in the 2025 statutory framework for the Early Years Foundation Stage (EYFS).
- 2.2. The daily experience of children in Early Years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge as well as a clear understanding of their roles and responsibilities.
- 2.3. The EYFS lead will ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training includes information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- 2.4. The EYFS lead will support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- 2.5. At least one member of the EYFS team will have a current paediatric first aid (PFA) certificate. They must be on the premises and available at all times when children are present, and must accompany children on outings. If this member of staff is unavailable a paediatric cover must be available in school.
- 2.6. Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted.

3. STRUCTURE

- 3.1. The EYFS applies to children from birth to the end of the Reception year. At St Mary's Church of England Academy we provide 2 Reception Classes of 30 children for the final year of their EYFS journey - the Reception year. Children enter Reception aged four. All children are offered full time school hours. If parents require part time hours, this is to be discussed case by case with families. All children are required to be full time by the term they turn five.
- 3.2. All children begin school in the Autumn term, gradually building to every child being full time by the end of the year. The school day begins with registration promptly at 8.50am and ends at 3.20pm.



- 3.3. The day includes a snack in which children are encouraged to prepare and eat a piece of fruit, vegetable or toast; children have access to the outside area from 10:00 each day. All children are offered a free lunch, which is a hot meal, and will be eaten in the hall with all members of EYFS staff (during the Autumn term); this is an important part of our school's family life and is a high priority for each staff member and child.
- 3.4. Parents and carers may bring their child into the Early Years' area in the morning from 8.30am to help ease the transition from home to school.
- 3.5. Parents and carers have the option to leave children at the classroom door and eventually they may leave at the main gate.
- 3.6. All parents must be off site when registration takes place at 8.50am, and may re-enter the reception parents' assembly point from 3.15pm, ready for the end of day at 3.20pm.
- 3.7. A home Reading Record is provided for written messages and Tapestry (electronic Learning Journey) is used on a daily basis to track activity, well being and learning.
- 3.8. Apprentices are encouraged to support Early Years children, under the direction of the class teacher and an outside assessor. Apprentices will work from Level 2 towards Level 3 and will be offered a year long placement with the potential of extending to two years on successful completion of Level 2.

4. CURRICULUM - PLANNING AND TEACHING

- 4.1. An Early Years Curriculum should be taught through:

- First-hand experiences which reflect and support each area of the EYFS curriculum.
- Fun, playful practical activities which are supported by skilled adults.
- Opportunities for sustained, planned play which motivates and challenges each child.
- A good balance between adult-led and child initiated activities.

4.2. Early Years learning in EYFS

Within the learning and development principle of Early Years Foundation Stage, there are seven areas of learning, which shape the educational programme in Early Years settings. These 7 areas are split between prime and specific areas of learning.

4.3. The 3 prime areas are:

Communication and Language Development - The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play,

where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development - Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Personal, Social and Emotional Development - Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The 4 specific areas are:

Literacy Development – It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics – Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in

mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World – Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design - The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

- 4.4. 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 a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.
- 4.5. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. The importance of outdoor learning is recognised as children have access to outdoor learning environments and a programme of Forest Schools based activities takes place in the Summer Term.
- 4.6. Each area of learning and development is implemented 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.
- 4.7. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities.
- 4.8. There are 17 Early Learning Goals that children are assessed against at the end of the year. See Appendix for a detailed list.
- 4.9. Health and Nutrition, The DfE guidance on nutrition is followed with specific attention to portion size and food safety. A qualified paediatric first aider is present during mealtimes.

5. ASSESSMENT

- 5.1. At St Mary's Church of England Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.
- 5.2. On entry to Reception, teachers and practitioners conduct a thorough baseline (including various observations and activities.) The baseline is shared with parents in the Autumn Term.
- 5.3. This meeting highlights the areas in which a child is progressing well and if there are Prime Areas which additional support is needed.
- 5.4. At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:
 - Meeting expected levels of development (on track)
 - Not yet reaching expected levels (not on track)
- 5.5. The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.
- 5.6. Characteristics of Effective Learning are also reported on. List of the characteristics are available in the Appendices.
- 5.7. A method of supporting children who are not on track is targeted Learning Stories. These are extended, week-long observations with daily teachable moments (next step targets) to target specific learning. Learning Stories are shared with parents and children to consolidate learning.

6. WORKING WITH PARENTS

- 6.1. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.
- 6.2. Parents and/or carers are kept up to date with their child's progress and development through initial home visits, regular progress meetings, and Tapestry. Daily conversation, weekly phone calls, team email and Tapestry updates are the most direct way to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.
- 6.3. The teaching team supports parents and/or carers in guiding their child's development at home. The teaching team also helps families to engage with more specialist support, if appropriate.
- 6.4. Parents are invited in at regular opportunities throughout the school year to share curriculum information, celebrations, church services and to support local trips and visits.
- 6.5. Staff must follow up on absences in a timely manner. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts must be made to contact the child's parents and/or carers and alternative emergency contacts. EY staff, DSL and school attendance team, must consider patterns and trends in a child's absences and their personal circumstances and use their professional judgement when deciding if their absence should be considered as prolonged. Consideration must be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns must be referred to local children's social care



services and/or a police welfare check requested. Staff must have an attendance policy that they share with parents and/or carers. This must include expectations for reporting child absences and the actions [school will take if a child is absent without notification or for a prolonged period of time, for example: implementing the setting's safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable.

7. PROCEDURE FOR CONCERNS AND COMPLAINTS FROM PARENTS

7.1. When a complaint is raised by a parent the procedure is as follows:

- EYFS lead must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint.
- EYFS lead must investigate verbal complaints and notify complainants of the outcome of the investigation within 28 days.
- Investigation will include talking to staff involved and children if necessary.
- Complaints are recorded on CPOMs.

8. SAFEGUARDING

8.1. Safeguarding policy and procedures in EYFS are in line with the Schools guidance and policy which explains the action to be taken in the event of an allegation against a member of staff and which covers the use of mobile phones and cameras.

8.2. Schools are not required to have separate policies to cover EYFS requirements for safeguarding provided the requirements are already met through an existing policy. Please refer to the school's Safeguarding Policy.

8.3. If EYFS staff have concerns about children's safety or welfare, they must refer to the school policy and notify the Safeguarding lead or Deputy Safeguarding lead. If necessary staff may need to share information with outside agencies.

8.4. All concerns are recorded on CPOMs.

8.5. Additional features of the EYFS procedure include:

- Password at the end of day (parents set a safe password to be used if a new adult is collecting)
- An emergency evacuation procedure (staff are aware of emergency evacuation procedure) see below
- An agreed procedure for checking the identity of visitors (staff are aware of the need to check identity of visitors)
- A procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing

8.6. Key updates to the 2025 EYFS Framework include ensuring safer recruitment practices are applied, and minimum requirements for safeguarding training are met. Absence tracking is quickly followed up and two emergency contacts are held for each child.

8.7. Privacy and dignity is a priority if children need support with nappy changing or intimate care. Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

9. MONITORING AND ASSESSMENT

- 9.1. In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.
- 9.2. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development must be assessed against the early learning goals (see Section 4 and Appendix).
- 9.3. Practitioners must indicate whether children are meeting expected levels of development (on track), or not yet reaching expected levels ('not on track'). This is the EYFS Profile.
- 9.4. Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (see Appendix).
- 9.5. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

10. ILLNESS

- 10.1. If a child becomes ill at school his/her condition is brought to the attention of one of the senior members of staff.
- 10.2. A decision is then taken based upon the symptoms including any visible signs and the child's body temperature as to whether parents are immediately informed or whether continued monitoring of the child should occur.
- 10.3. Should a child's condition deteriorate parents will be contacted by a member of the team and actions will be agreed. This could include administering of medicines or collection of the child in more serious cases or if more acute symptoms are present (e.g. vomiting or diarrhoea).
- 10.4. Depending upon the symptoms parents may consider excluding their child from school. Should their child be well enough to attend we do require parents to notify us of any illness that has occurred. This ensures the team is able to monitor for any signs of recurrence or for unusual child behaviour. In extreme cases, this will also ensure any symptoms of infectious diseases are picked up early and managed effectively.
- 10.5. Staff will manage illness with the priority to prevent cross-contamination, prevent further outbreaks and any further spread of infection.

Key Guidelines for Exclusion

Based upon Public Health England guidance we adhere to the following exclusion periods depending upon the symptoms and illness.



No Exclusion for; Head Lice, Conjunctivitis, Tonsillitis, Roseola, Slapped Cheek, Threadworms, Hand, Foot and Mouth

48 Hours for; Vomiting – after last symptom Diarrhoea – after last symptom Impetigo – until lesions are crusted & healed or 48 hours after antibiotic treatment.

4 Days from symptoms; *German Measles, *Measles, Chicken Pox – until vesicles have crusted over

5 Days from symptoms, *Whooping Cough – 5 days from commencing antibiotics, *Mumps – 5 days after onset of swelling.

Other *Scarlet Fever – can return 24 hours after commencing antibiotics, Scabies – after the first treatment, Ringworm – exclusion not normally required, *Notifiable Diseases.

There is a list of notifiable diseases, the school has a duty to keep records of any children who have suffered from any of these illnesses. Some are named in this policy and are shown by a '*' by the relevant illness. In these cases, we work closely with parents to ensure we follow any additional advice that may be given. If there is an outbreak of infectious disease and/or following advice provided by Public Health England. St Mary's Church of England Academy may increase the exclusion periods in order to manage the infection and reduce further transmission. List of notifiable diseases can be found on the government website:

<https://www.gov.uk/guidance/notifiable-diseases-and-causative-organisms-how-to-report#list-of-notifiable-diseases>

Information for Pregnant Mothers

There are a number of infections which can be harmful to the unborn baby.

These include: Chicken Pox, *German Measles (Rubella) Slapped Cheek, *Measles

If a child has been to school when one of the above infections is present, the school will advise families to see their GP/Midwife to seek their professional medical advice and to see if the family is immune.

As a responsible provider following advice from Public Health England we recommend that all children follow the 'Routine childhood immunisation programme'. This reduces the risk of exposure to children in our care of infectious diseases. However, we are aware that the immunisation programme is not legislative.

Medicine (both prescription and non-prescription) must only be administered where written permission for that particular medicine has been obtained from the child's parent and/or carer. Please refer to school policy and procedures for administering medicines (which includes systems for obtaining information about a child's needs for medicines and for keeping this information up to date.)

EYFS staff must keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.



Staff must ensure there is a first aid box accessible at all times with appropriate content for use with children. Staff keep written records of accidents or injuries and first aid treatment. Staff must inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

11. SPECIAL EDUCATIONAL NEEDS

- 11.1. St Mary's Church of England Academy's EYFS is inclusive and supports children with SEN or disabilities.
- 11.2. The EYFS profile is used for all pupils, including those with SEN or a disability. The Development Matters document will support further breakdown of progress and developmental steps. Please see the school SEN policy and the Special Educational Needs Code of Practice.
- 11.3. The Special Educational Needs Co-ordinator (SENCO) at St Mary's Church of England Academy works closely with the EYFS team to support children's specific needs.
- 11.4. Support staff and teachers receive training on SEN needs and best practice as required. See SEN policy for further information.

12. SAFETY

- 12.1. Alongside usual safeguarding procedures, additional support is in place for our youngest children. At 9.00am the gate to the EYFS area is locked.
- 12.2. Security systems operate throughout the day to enable visitors to enter via one main gate and report to the school office. A visitor can only gain access to the teaching parts of the building via the school office and foyer, requiring a staff member to open security doors and wear a visitor lanyard.
- 12.3. All parents must leave promptly at 9.00am. Similarly the reverse of the above procedure operates from 3.10 pm. to enable prompt collection of children at the end of the day.
- 12.4. No child will be handed over to the care of any adult other than a parent / carer or person nominated by the parent and known to the Reception class staff.
- 12.5. If an unknown adult is to collect, a password system is stored on the child's record and must be given. No mobile phones / cameras other than the designated school cameras may be used in EYFS. Visitors including parents are expected to respect this.
- 12.6. Any visitor or volunteer spending time in Reception will be asked to leave mobile phones in a secure place within the school office.
- 12.7. The EYFS learning environment is checked frequently for health and safety issues by the EYFS team and any findings are reported to the operation manager or Principal. The Health and Safety Governor monitors any repairs and maintenance in a timely manner.
- 12.8. Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent therefore it is important for staff to be alert to when a child may be starting to choke. Where possible, staff should sit facing children whilst they eat so they can make sure children



are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions. When a child experiences a choking incident that requires intervention, providers should record details of where and how the child choked and parents and/or carers made aware. The records should be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns.

13. EYFS SUPERVISION

The Statutory Framework for the Early Years Foundation Stage, 2021(EYFS) requires that early years practitioners are engaged in a cycle of supervision and professional development. At our Academy, all practitioners who work directly with children and families are supervised by their designated line manager. In this instance this is the Principal.

Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents.

Supervision acts as a means for ensuring that members of staff have access to the support, training, and procedures they require for their professional growth and development, and that of the setting.

Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion.

Supervision meetings should provide opportunities for staff to:

- Review and monitor practice
- Discuss any issues – particularly concerning children's development and well-being
- Identify solutions to address issues as they arise; and
- Receive coaching to improve their personal effectiveness

Supervision meetings are offered every half term for each staff member.

What is supervision?

it's an opportunity to explore "How am I, how am I performing in my role and what support do I need?". Effective supervision gives all practitioners the opportunity to discuss sensitive issues, their teaching practice and work, their contribution to the work of the whole team, in a comfortable, confidential, and calm environment. Supervision is about good teaching practice and supports how each individual contributes to the best outcomes for children and families. Supervision is an opportunity to make sure that practitioners understand and work within the ethos of the school or setting.



Supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task.

A copy of the supervision record form is retained by the supervisor and a copy provided to the supervisee.

Each member of staff has a supervision file which holds a copy of the supervision agreement and their supervision record form. The supervision file is stored securely at all times. The file may be requested by Ofsted during inspections.

All supervision meetings must include discussions concerning the development and well-being of each of the supervisee's key children and groups of children.

Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken – these are recorded on the child's file and may include support from external agencies.

All aspects of supervision must ultimately focus on promoting the interests and needs of children.

During supervision meetings members of staff are able to discuss any concerns they have about inappropriate behaviour displayed by colleagues.

During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting.

Key Aspects of EYFS Supervision

Legal Mandate:

The revised EYFS Statutory Framework requires providers to have appropriate supervision arrangements in place for all staff.

Formal and Recorded:

Supervision meetings are formal, confidential, face-to-face encounters that are recorded to ensure a system for auditing and improving practice.

Reflective Practice:

Supervision offers a valuable opportunity for practitioners to reflect on their practice, discuss children's development, and explore any concerns about child welfare or safeguarding.



Support and Development:

It provides ongoing support, coaching, and training for staff, helping them to develop their professional skills and knowledge.

Confidentiality and Trust:

The process fosters a culture of trust, teamwork, and open, honest discussion of sensitive issues.

Continuous Improvement:

The goal is to promote a culture of continuous improvement within the setting and ensure the best interests of the children are met.

Accountability:

Supervision is a two-way process that promotes both staff support and accountability.

Benefits of Effective Supervision

Child Safeguarding:

By fostering confident and competent staff, good supervision contributes to a safer environment for children.

Professional Growth:

It helps practitioners to grow professionally by identifying needs for support and training.

Improved Provision:

The insights gained from supervision can lead to significant improvements in the provision for children.

Supportive Culture:

It creates a positive and mutually supportive environment where staff feel valued and can openly address concerns.

14. MONITORING AND REVIEW ARRANGEMENTS

14.1. SLT and EYFS Subject Link Governor will be responsible for monitoring the implementation and effectiveness of this policy. It will be reviewed annually by the Standards and Curriculum Committee; or before at any time, if there is new relevant legislation or guidance.



APPENDIX 1

Early Learning Goals

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Teacher should be understood to refer to any practitioner working with the child.

Personal, Social and Emotional Development

ELG: Self-Regulation Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;



- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



ELG: People, Culture and Communities Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

APPENDIX 2

Characteristics of Effective Learning

Playing and Exploring	Active Learning	Creating and thinking critically
<p>Finding out and exploring</p> <ul style="list-style-type: none"> • What areas / activities are they drawn to? • Do they prefer to work in a group / alone? • Do they initiate activities themselves or join in an existing one with a group? • Do they think aloud describing what they do? 	<p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Do the children keep focused on a self-initiated activity for a long period of time? • Are they concentrating and involved in the activity without being distracted? • Do they show care with what they're doing? • Do they demonstrate concentration through silence or thinking aloud? 	<p>Having their own ideas</p> <ul style="list-style-type: none"> • Do they try something different rather than follow what someone else has done? • Do they address a problem with a strategy? • Retaining independence – not asking for support even if it takes longer to achieve the outcome
<p>Using what they know in their play</p> <ul style="list-style-type: none"> • In play do they draw on experiences from home / outside school? • Do they act out situations in the role play area? • Are they confident in finding tools, materials and resources they need for a particular project or idea? 	<p>Keeping on trying</p> <ul style="list-style-type: none"> • Do children show persistence – not giving up even if it means starting again? • Do they ask for help / support if they need it? • Do they discuss solutions for challenges with peers / adults or work things through themselves? 	<p>Using what they already know to learn new things</p> <ul style="list-style-type: none"> • Do they understand patterns and predictability of events? • Talks about / explains how their process links to a previous experience • Do they draw upon knowledge or experiences not immediately related to their activity?
<p>Being willing to have a go</p> <ul style="list-style-type: none"> • Levels of persistence – do they give up at the first hurdle or keep trying? • Are they eager to try new ideas or do they stay with what they are familiar with? • Are they able to talk about / review what they've done if things haven't worked? • Do they work best with continual support or prefer to get on with activities themselves? 	<p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people? • Do they relish challenges and continually try to make things better? • Do they evaluate themselves and try different things as a result? • Are they 'intrinsically motivated' – achieving things for themselves as opposed to adult praise? 	<p>Choosing ways to do things and finding new ways</p> <ul style="list-style-type: none"> • Are they confident in using a 'trial and error' approach and talking about why some things do / don't work • Choosing different ways of approaching activities and adapting if it doesn't work