Kirk Fenton
CE PRIMARY SCHOOL

Early Years Policy

Approved: Autumn 2026

Review date: Autumn 2027

Rooted in Christian belief, our vision is for everyone in our school community to be valued and respected for who they are.

Through cultivating a love of learning, every individual will have the opportunity to shine and flourish - together.

"Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven."

Matthew 5:14-16

YLT
Yorkshire
Learning Trust

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Statement of intent

At Kirk Fenton CE Primary School, 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 DfE 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 'school readiness' 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.

1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The UK GDPR / Data Protection Act 2018

1.2. This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2023) **':** DfE (2026) 'Statutory framework for group and school-based providers'.

  DfE (2026): DfE (2026) 'Keeping children safe in education' (KCSIE).

- DfE (2026) Working together to safeguard children 2026

· DfE (2023) Prevent duty guidance: England and Wales (2023) - GOV.UK

1.3. This policy is intended to be used in conjunction with the following school policies:

· YLT Child Protection and Safeguarding Policy

· YLT Managing Allegations Against Staff Policy

· YLT Substance Misuse Policy and Procedure

· YLT Equalities Policy

· YLT Supporting Children with Medical Conditions Policy

· YLT Health and Safety Policy

· YLT Recruitment and Selection Policy

· YLT Data Protection Policy

· YLT Complaints Procedures Policy

YLT First aid Policy

Kirk Fenton Behaviour Policy

YLT Special Educational Needs and Disabilities (SEND) Policy

YLT Intimate Care Policy

2. Roles and responsibilities

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2.1. The governing body has the overall responsibility for the implementation of this policy.

2.2. The governing body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

2.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.4. Policy Implementation and Responsibility - The EYFS Lead and Headteacher are responsible for the day-to-day management of this policy,

while all teachers, support staff, and volunteers must familiarise themselves with and adhere to its guidelines.

3. Aims

3.1. 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.

3.2. Four guiding principles shape our practice:

· Every child's uniqueness and need for constant learning is recognised so that they can grow to 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, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.

· Children develop and learn in different ways and at different rates.

3.3. 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.

· Implements a key person approach to develop close relationships with children.

· Provides a safe and secure learning environment.

4. Learning and development

4.1. The EYFS curriculum is based on an observation of children's needs, interests and stages of development.

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

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

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

· **Communication and Language**

Listening, Attention and Understanding

Speaking

· **Physical Development**

Gross Motor Skills

Fine Motor Skills

· **Personal, Social and Emotional Development**

Self-Regulation

Managing Self

Building relationships

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

· **Literacy**

Comprehension

Word Reading

Writing

· **Mathematics**

Number

Numerical Patterns

- **Understanding the World**

  Past and Present

  People, Culture and Communities

  The Natural World

- **Expressive Arts and Design**

  Creating with Materials

  Being Imaginative and Expressive

4.6. Learning experiences are planned around children's unique interests, backgrounds, and individual circumstances, ensuring that every child receives a highly engaging, motivating, and appropriately challenging curriculum.

4.7. In consultation with the Special Educational Needs Coordinator (SENCO), the EYFS lead will discuss progress concerns with parents to agree on a support strategy and determine if targeted SEND support is needed.

4.8. The school supports EAL pupils to use their home language while developing English skills. If an assessment reveals that they do not have a strong grasp of English, the EYFS lead will discuss home language proficiency with parents to check for potential language delays.

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

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

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

- Playing and Exploring – children investigate and experience things.
- Active Learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5. Inclusion

5.1. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

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

5.3 Inclusion and Reasonable Adjustments - In accordance with the Equality Act 2010, the school meets the needs of all children regardless of protected characteristics. We proactively make reasonable adjustments to the environment, curriculum, and resources to remove barriers to learning.

5.4. The school's SEND Policy ensures all children receive targeted, early intervention and the tailored teaching they need to thrive and progress in their learning.

5.5. SEND provision within the EYFS setting is monitored and managed by the school's Special Educational Needs Co-ordinator (SENCO). The setting works closely with parents, the class teacher, and external health or educational professionals.

6. The learning environment and outdoor spaces

6.1. The classroom is organised in such a way that children can explore, discover, and learn independently within a safe, secure, and enabling physical environment.

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

6.3 Hygiene Facilities - The EYFS has dedicated, age-appropriate toilets and a fully stocked changing facility in Reception, equipped with paper towels, spare clothes, and intimate care provisions.

6.4 Digital Technology and Screen Use- In line with DfE guidelines, screen use in Reception is strictly purposeful, age-appropriate, and limited to a maximum of one hour per day. Passive or sedentary viewing is avoided; all digital interactions are actively scaffolded by adults to enhance learning without displacing physical play, outdoor learning, or shared reading.

7. Assessment

7.1. Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

7.2. Parents will be kept up-to-date with their child's progress and development, and the EYFS Lead will address any learning and development needs in partnership with parents.

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

7.4. Assessment and Paperwork - Observational assessment should be interwoven with high-quality child interactions rather than pausing them for

excessive written recording. Practitioners must keep paperwork to a minimum; there is no formal requirement to record evidence, provided records sufficiently support and recall knowledge of the child's attainment.

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

8. Safeguarding and welfare

8.1. All necessary steps are taken to keep the children in our care safe and well.

8.2. 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.

8.3. The DSL is the Headteacher, Mrs Mel Walmsley.

8.4. The deputy DSL is the Deputy Headteacher, Mrs Bembridge, and the Learning Mentor Mrs Keyse.

8.5. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.

8.6. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.

8.7. The DSL and deputy DSL will undertake child protection training as required.

8.8. Staff will receive 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.

8.9. Safer Sleep Practices - While Reception children do not typically have scheduled naps, any child who falls asleep due to exhaustion or illness is placed on their back and kept within direct sight and hearing of staff. Regular physical checks are performed to ensure heads remain uncovered and the room temperature is optimal.

9. Mobile phones and devices

Please see the 'Use of Mobile Phones and Smart Devices' policy here: https://kf.starmat.uk/wp-content/uploads/2026/05/KF-School-Mobile-Device-Local-Arrangements-YLT-2026.docx.pdf

10. Health and safety

10.1. A first-aid box is located in the Reception classroom. Three staff members (two in Reception) hold a current, full (12-hour) Paediatric First Aid (PFA)

certificate and are on the premises and available at all times when Reception children are present, and will accompany children on all off-site outings.

10.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered in line with our Medication Policy.

10.3. The school's Medical Policy outlines the detailed procedures for administering medicines.
https://kf.starmat.uk/wp-content/uploads/2023/10/STAR-MAT-Supporting-Children-with-Medical-Conditions-Policy-October-2023.docx.pdf

10.4. The staff member who administers first aid or witnesses an incident will ensure that any accident, injury, or treatment is reported to the child's parents or carers on the day it occurs.

10.5. Accidents and injuries will be recorded in the designated accident books located in the Reception classroom and the playground box.

10.6. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to the Local Authority as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection authorities will also be notified.

10.7. Children who are unwell or infectious will be safely isolated and parents contacted for immediate collection, following the exclusion periods outlined by the UK Health Security Agency (UKHSA) to ensure infection control.

10.8. Written risk assessments are systematically conducted, reviewed, and maintained for the Reception classroom, outdoor learning environments, and all educational visits to ensure safety.

10.9. Staff will support children with toileting and personal hygiene in line with the school's Intimate Care Policy, ensuring the child's safety, privacy, and dignity are maintained at all times.
https://kf.starmat.uk/wp-content/uploads/2026/05/Intimate-care-policy-Spring-2026.pdf

10.10. The school has a Fire Evacuation Plan in place.

10.11. Any food or drink provided to children is healthy, balanced, and nutritious.

10.12. The headteacher will notify the Local Authority of any incidents of food poisoning affecting two or more children within 14 days of the incident.

10.13. Information about any dietary requirements, preferences, food allergies, and any special health requirements a child has will be recorded and clearly communicated to all relevant staff. Any child with a diagnosed food allergy or medical condition will have an Individual Healthcare Plan (IHP) in place, details of which are shared with staff. Staff will follow the schools Allergy Safety Policy https://static1.squarespace.com/static/6890675083e6b5191725f32f/t/6aa011d9f9f0dd4337da5338/1788875225677/YLT+Allergy+Safety+Policy_V1_July+2026.pdf

10.14. Fresh drinking water is available at all times.

10.15. Smoking and the use of e-cigarettes or vapes is strictly prohibited anywhere on the school premises.

10.16. The Whole-School Health and Safety Policy outlines the full health and safety policies and procedures.

11. Staffing

11.1. Kirk Fenton Primary School has a robust Safer Recruitment Policy in place, which aims to ensure that members of staff employed in the EYFS are suitable.

11.2. Upon appointment, all EYFS staff receive induction training. This ensures they thoroughly understand their roles and responsibilities, including emergency fire evacuations, safeguarding, health and safety protocols, and dynamic risk management.

11.3. Staff are supported to undertake appropriate training and continuous professional development to ensure children receive the highest quality learning experience.

11.4 Staff Supervision - The EYFS Lead provides regular supervision for all staff interacting with children and families. These sessions are used to discuss child development and safeguarding vulnerabilities, plan targeted learning interventions, and deliver professional coaching and appraisals.

11.5. Kirk Fenton Primary School provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory Framework for the Early Years Foundation Stage'. .

11.6. There is at least one member of staff on the school premises at all times who holds a current, full (12-hour) Paediatric First Aid (PFA) certificate. This training is renewed every three years.

11.7. Any member of staff who has sole responsibility for looking after a group of children, or who accompanies children on off-site outings, will hold a valid PFA certificate.

11.8. The school provides a staffing ratio that meets or exceeds the safeguarding and welfare requirements set out in the Statutory Framework for the Early Years Foundation Stage.

11.9. Reception is an infant class and strictly complies with statutory infant class size legislation, which limits classes to 30 pupils per qualified school teacher. To maintain legal ratios and support high-quality learning, our Reception class is permanently staffed by a qualified Teacher and a Teaching Assistant (TA) at all times during ordinary teaching sessions.

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

11.11. The teacher is the key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.

12. Information and records

12.1. Data & Retention: Data is handled in strict compliance with UK GDPR and the Data Protection Act 2018. Student records are archived centrally until the pupil reaches 25 years of age.

12.2. Mandatory Pupil Records: The school maintains an up-to-date statutory register for every Reception child, including:

- Full legal name and verified date of birth.
- Name, address, and phone number of all known parents/guardians, noting who the child lives with.
- A minimum of two emergency contacts.

12.3. Institutional Records: Secure internal logs are kept for:

- School details and DfE registration numbers.

- Verified identities and Single Central Record (SCR) entries for all staff, governors, and volunteers.
- Daily attendance registers, exact hours, and the child's designated key person.

12.4. The following information is made available to parents:

- How the school delivers the EYFS and how parents can access more information.
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS
- Staffing details

13. Parental Involvement

13.1. Partnership: We work in close partnership with parents as a child's primary educators to ensure a successful Reception experience.

13.2. Communication: We hold formal parent consultations in Autumn and Spring, and send a school report in Summer. We also operate an open-door policy for brief updates at the start and end of the day.

13.3. Confidentiality: Private or sensitive discussions will always take place in a private, confidential room.

13.4 Home Learning: The school hosts workshops and provides guidance to support early literacy and numeracy. Parents are expected to support learning at home by helping children practise early maths skills using Numbots, and by listening to them read the reading book they take home.

13.5. Learning Journals: Progress is captured in individual physical learning journals and via Class Dojo. Parents are encouraged to upload photos and home learning milestones directly to Class Dojo.

13.6. Admissions & Medical: Parents must complete full admission and medical forms upon entry. It is the parent's responsibility to immediately notify the school of any changes to medical needs, dietary requirements, or emergency contact details.

13.7 Consents and Off-Site Visits - Parental consent is obtained at admission for routine local visits during school hours. Separate formal consent is requested via online platforms (e.g., ParentPay or Google Forms) for non-routine excursions, paid trips, pupil photography, and internet access.

14. Transition Periods

14.1. The Importance of smooth transitions: We recognise that starting school and moving between year groups are major milestones in a child's life. The school is committed to planning smooth, warm, and highly organised transitions to ensure every child feels safe, secure, emotionally ready, and confident at each stage of their educational journey.

14.2. Pre-School to Reception Transition (Entry): To ensure a happy and positive start to school life, the EYFS Lead and Reception staff coordinate a structured transition program during the summer term prior to September entry. This includes:

- Stay-and-Play Sessions: Inviting incoming children into the Reception environment to familiarise themselves with staff, routines, and the physical classroom.
- Nursery Liaison: Staff contacting or visiting local feeder nurseries and childminders to gather developmental data, discuss individual needs, and ensure continuity of care.
- Information Evenings: Hosting a dedicated induction evening for parents to share school expectations, curriculum goals, and practical details about school readiness.

14.3. Professional Data Handover: In strict accordance with statutory requirements, the school ensures that all relevant data—including medical history, dietary requirements, safeguarding logs (via secure transfer channels), and Special Educational Needs (SEND) records—is fully transferred and reviewed by school *before* the child's first official day of attendance.

14.4. Transition from Reception to Year 1 (Exit): To ease the shift from the play-based EYFS curriculum to the more structured National Curriculum in Year 1, the school plans a deliberate transition phase during the final summer term:

- Teacher Collaboration: Reception and Year 1 teachers hold formal handover meetings to discuss each child's characteristics of effective learning, strengths, and areas for development.
- EYFS Profile Data Handover: The statutory EYFS Profile assessment data is shared directly with the Year 1 teacher to help them accurately pitch and differentiate learning from the start of the new academic year.

- Familiarisation Visits: Reception pupils spend two days in the Year 1 classroom with their new teacher to minimise anxiety and build excitement for the upcoming year.

15. Monitoring and Review

15.1. Annual Review: The Local Governing Board, Headteacher and EYFS Lead will formally review this policy every year to ensure compliance with DfE safeguarding and curriculum updates.

15.2. Staff Consultation: EYFS staff will be consulted during the review process to keep the policy aligned with classroom practices. The Early Years Lead will communicate updates to all staff immediately.

- Induction Requirements: All new EYFS teachers, support staff, volunteers, and apprentices must read and sign this policy during induction.
- Next Review: The next scheduled review date is October 2027.