



EYFS

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Overall Aim and Statement of Intent

Layton Primary School provides a safe, secure and challenging learning environment which gives all children the confidence to grow, succeed and achieve their full potential. We provide opportunities for children to play, explore, create, think, communicate and experiment within an environment where they feel happy, cared for and motivated to learn.

The ultimate goal for our Foundation Stage is to give each child a happy, curious and positive start to their school life in which they can establish a solid foundation for a love of learning. Every child in our setting will be:

- Supported to develop socially, physically, intellectually and emotionally.
- Encouraged to develop independence in their learning within a secure and friendly atmosphere.
- Supported to build positive relationships through the development of social skills such as co-operation and sharing.
- Encouraged to be aware of the world in which they live at a local, national and global level.

Four overarching principles shape our practice:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. For children develop and learn in different ways and at different rates.
- Children benefit from a **strong partnership** between the school and parents. School will work collaboratively with all parents to ensure each child reaches their full potential.

To put these principles into practice, the school will:

- Prioritise the development of children's communication and language skills, non-verbal and verbal, such that every child has a voice within all aspects of the setting which is valued.
- Provide a balanced curriculum which takes children's different stages of development into account.
- Promote equality of opportunity and anti-discriminatory practice.
- Work in partnership with parents.
- Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provide a safe and secure learning environment.

1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE 'Early years foundation stage statutory framework'
- DfE 'Early years foundation stage profile: 2024 handbook'
- DfE 'Keeping children safe in education (KCSIE) 2025'
- DfE 'Working Together to Safeguard Children 2023'

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding senior leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the 'Early years foundation stage (EYFS) statutory framework' in line with statutory requirements.

The headteacher will be responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.

- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed. In particular as set out in Annex B of the EYFS framework for group and school-based providers.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The Foundation Stage Team Leader will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up to date with current statutory and Ofsted expectations, including the Foundation Stage team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the FS team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.

All teaching and support staff will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
 - The DfE's current 'Early years foundation stage (EYFS) statutory framework' and the requirements therein.
 - The DfE's current 'Early years foundation stage profile handbook'
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

3. Transition into Layton Primary School

To establish, and promote, good communication with parents and carers, the school ensures that as much information is gathered for each individual child before they start at Layton Primary School.

If the child has attended a Nursery or Child minder, a phone call or visit is made at the beginning of the Summer Term. These conversations enable schools to gather information about each individual in terms of attendance, learning and development and any other valuable information that will support the child's transition into school.

An SEN transition meeting is held for all children that have been identified with additional needs in their nursery setting. All external agencies involved with supporting the child's additional needs are invited to attend the meeting. At the meeting, a pro forma is completed (see Appendix 1) and following the meeting the actions to complete are shared with all parties and a signed copy is returned to school.

In the summer term, before they start school, the children and their parents/carers are invited to attend two Stay and Play sessions. At the first session, information is shared about starting school and being school ready and there is an opportunity for the parents/carers to meet their teacher whilst the children play in the classroom. At session two, parents/carers are encouraged to leave their child to play. The maximum number of children at each session is 15 and each session lasts for 1 hour. If your child has additional needs, alternative provision for transition might be offered in order to meet the specific needs of your child. This will be discussed with individual parent/carers as and when required.

The home visits are scheduled for 3 days at the start of the Autumn Term. Information from the home visit is collected and recorded on a pro forma (see Appendix 2) and saved within each child's Arbor Profile. Information is actioned in the following ways:

Speech and Language Concerns – Refer to our resident Speech and Language Therapist for assessment as soon as they start school. Check if child accesses SLT through the NHS.

SEN – any concerns refer to the SENCO

Health Care Plans – refer to SENCO to prepare Medical Care Plan

Behaviour concerns – refer to Family Engagement Team parenting programs/family drop in

Child protection – pass information into DSL/SENCO

Toileting - refer to the school nurse and write a toileting protocol to be signed by parents

EAL – refer to SENCO/ Speech and language team

Attendance – refer to Family Engagement Team

Looked after Children - refer to the SENCO

Where possible, the above process is applied for children that might join the admission process at a later stage.

4.Learning and Development

Provision and practice within the Foundation Stage will be centred around the requirements of the DfE's 'Early years foundation stage statutory framework'.

In partnership with parents, Layton School will promote the learning and development of children to ensure they are ready for Year 1 and the transition to the National Curriculum.

The EYFS provision and practice will be based on observations of children's needs, interests and stages of development. Learning and development in school will be planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The EYFS framework outlines seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections: 'prime areas' and 'specific areas'.

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

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

In organising and implementing an ambitious curriculum, the school will ensure that a broad range of activities and experiences are planned to reflect the critical thinking whole-school vision, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new 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 use what they already know to learn new things, and develop strategies for doing things.

Curriculum: What is the Intent for our Foundation Stage Curriculum?

Staff recognise that children's learning is not linear. As a result, the curriculum is responsive and can be adapted to reflect each child's strengths, needs and stage of development, with formative assessment playing a central role in informing teaching and learning.

Our Foundation Stage curriculum is designed around children's starting points and carefully sequenced to build knowledge and skills across the seven areas of learning. The planned themes across the academic year enable children to develop the characteristics of effective learning, while remaining flexible enough to respond to children's emerging interests and needs. Each theme is supported by high-quality texts, engaging resources and clearly identified learning outcomes that make meaningful links across all areas of the EYFS curriculum. The skills, vocabulary and knowledge developed through each theme lay the foundations for future learning, ensuring children are well prepared as they transition into Year 1 and begin to access the wider curriculum with confidence. By building on children's interests, we co-construct stories, investigate lines of enquiry and create meaningful learning opportunities that lay the foundations for language, literacy, mathematical thinking and lifelong learning.

Communication and language development is at the heart of the curriculum and is given the highest priority for every child. Staff use clear, purposeful spoken language to immerse children in rich vocabulary, model accurate grammar and engage in high-quality interactions. They extend children's spoken language through a range of effective strategies, including repeating and extending language, expanding children's sentences and introducing new vocabulary in meaningful contexts. Sustained, responsive conversations and purposeful turn-taking between adults and children are fundamental to our practice.

What does teaching look like in Foundation Stage?

Teaching in Foundation Stage is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities; communicating and modelling language; showing; explaining; demonstrating; exploring ideas; encouraging; questioning; recalling; providing a narrative for what they are doing; facilitating; and setting challenges.

It takes account of the equipment that adults provide, the attention given to the physical environment, and the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, taking account of their interests and dispositions to learn (characteristics of effective learning), and using this information to plan children's next steps in learning and to monitor their progress.

Curriculum: How is the Foundation Stage curriculum implemented?

All adults in Foundation Stage have the highest expectation of the children as they develop skills consistent with our 5Rs: resilience, relationships, reflective, resourceful and risk-taking. All adults ensure the children are aware of their own and others' feelings and are taught how to self-regulate their emotions with support until they can achieve this independently. As a result, our children have positive attitudes to learning as demonstrated by their natural curiosity and their ability to listen and attend well to adult input and each other. All classrooms reflect the ethos of the school, a respected environment where everybody feels safe and secure where children are active participants in their learning journey.

The Foundation Stage personal development curriculum aims to develop children's confidence, resilience and independence in all aspects of school life. All adults demonstrate their own resilience in learning and take appropriate risks in learning both inside and outside the classroom. As a result, the children are happy, safe and confident. The inclusive environment enables children to take risks in their learning and reflect on their progress. Critical thinking is a key part of our curriculum, and children begin to develop this in Foundation stage. Children therefore develop secure foundational knowledge in a variety of subject areas that they can build on as they move into year 1. Children are provided with regular opportunities to retrieve prior knowledge out of context to enable this to be embedded in their long-term memory.

5. Behaviour for Learning

Our vision is for children to grow into powerful, independent learners who are able to learn throughout life. The world is now a place which changes rapidly, and new technologies mean that in the future, the ability to learn, unlearn and relearn will be essential to success. We want children to embrace change, be unafraid of challenge, think deeply and calmly about how to tackle new concepts, and build the confidence to tackle these without fear of failure.

To build this in our pupils, we teach the 5Rs, which runs through our school like a stick of Blackpool Rock. It is built into how we teach, how we provide feedback to pupils, how we design our curriculum and how we use mistakes and success in equal measure to embed a learning culture throughout our school. This permeates through every aspect of our work; whether a pupil or a teacher, we are all learners, and all of us in school understand how to develop ourselves and each other through a greater understanding of what makes a successful learner.

Resilience – Resilience is the quality of being faced with challenge, and persevering in the face of adversity; our vision is to develop children who thrive when challenged, see failure as opportunities to learn, manage distractions to learning and thrive and enjoy the emotions and feelings of learning. Resilient learners use all the Rs because they see the value of learning above completion of work

Reflective – Being reflective is the ability to adapt when learning, to change direction, to know when learning is taking place and when it is not. Reflective learners understand how to support themselves to be better learners, and they learn from experience and practice.

Resourceful – Resourceful learners understand what they need to do, and where and who they need to go to to maximise their learning opportunities; they develop questions of their own to further their own knowledge and pick up habits of successful learners.

Risk taking – Learners who take risks see challenge as desirable; they see opportunities to learn rather than obstacles; they are unafraid to try something new and will seek out people and resources to support themselves.

Relationships – There are very few successful learners who have achieved great leaps forward alone. Learners who have strong relationships balance self-reliance with sociability and empathy. They collaborate with others to support their own and others' learning and they develop the skills to support and challenge other learners.

6. Assessment - What is the impact of the Foundation Stage Curriculum?

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

The DfE Reception Baseline Assessment is undertaken within six weeks of the children starting school. Information regarding this DfE Baseline Assessment is provided in all children's induction pack. This is used as a measure of progress from Foundation Stage to Year 6. The outcome of this is in the form of a pdf report and is saved within each child's Arbor profile.

In addition to this, Foundation Stage staff undertake their own baseline formative assessment to inform planning and meeting the needs of all children. These assessments include collating information to assess children:

- ✓ Can attempt and write name/common words,
- ✓ Child's pencil skills – R/L handed/ grip,
- ✓ Knows letter sounds/names,
- ✓ Can read words/sentences,
- ✓ Can name colours/shapes,
- ✓ Can count orally to,
- ✓ Can count a collection of objects,
- ✓ Can recognise numbers to 5/10/20/100 and beyond,
- ✓ Can talk about measures – tall/short, empty/full.....
- ✓ Can talk about position – under/in front/between.....
- ✓ Assess speaking and listening skills, can they follow instructions, can they understand what is being said to them, can they be understood.

Nursery reports will be recorded on internal tracking sheets and used to inform baseline. In addition to this, informal, individual observations will be completed to inform baseline.

All information will be triangulated and used to record a baseline for each child to ascertain if they are working within 0-3 years, 3-4 years, Reception or beyond. Their exact age upon entry to school will be taken into account when tracking children from their baseline. At the beginning of the year, children who are 5 within the first 6 months of the school year would be expected to be working within Reception band; children who are 5 within the second half of the school year would be expected to be working within the 3-4 band.

The Foundation Stage team will undertake further summative assessment at two further points of the year and record each child's level of development within the age bands identified above. This information is tracked using Fisher Family Trust (FFT).

Towards the end of the Foundation Stage year, in June, a comprehensive assessment is completed to provide a well-rounded picture of a child's knowledge, understanding and abilities; their attainment against the early learning goals (ELGs); and their readiness for Year 1. This is called the Early Years Foundation Stage Profile and assigns a numerical figure between 17 (emerging in all ELGs) and 34 (expected in all ELGs). Final judgements are based on the best fit for the child, and not a series of checklists.

Each term, Foundation staff update a cohort tracker which highlights all children that have any barriers to making progress. Every child is discussed, and information is actioned with all relevant internal and external agencies.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment. 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.

The school will report EYFS Profile results by the deadline specified by the local authority. The local authority is under duty to return this data to the relevant government department. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The Foundation Stage Team Leader will discuss any cause for concern in a child's progress with the child's class teacher and parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon, and consideration will be taken as to whether the child may have SEND which requires additional support within school.

7. Inclusion

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

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENDCO.

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

EAL children

The school will take reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the class teacher will gather information to support assessment of the child in their home language for all areas of the curriculum other than Communication and Language, and Literacy which will both be assessed in English.

8. Learning Environment and Outdoor Spaces

The school recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Foundation Stage staff ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with easily accessible resources utilised to encourage independence.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including sand, water, construction, creative workshop, role play area, reading corner, maths and literacy tops,

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, are arranged to further expand children's learning experiences.

9. Safeguarding and Welfare

The school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.
- Take appropriate measures to protect children during periods of extreme weather. Please refer to the Extreme Weather & Temperature Policy for further information and guidance

Child protection

Staff will be alert to any issues of concern in the child's life at home or elsewhere. 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 Foundation Stage are required to read this policy as part of their induction training.

The DSL is Mrs Dunn. The deputy DSLs includes all members of the Senior Leadership Team.

The DSL is responsible for safeguarding children and liaising with local children's services and Local Safeguarding Partners as appropriate. The deputy DSLs undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSLs will undertake child protection training as required.

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 as set out in Annex C of the EYFS statutory framework for group and school-based providers.

Where there are concerns about a child's safety or welfare the school will:

- Immediately notify the LA's children's social care team and, in emergencies, the police.
- Have regard to the DfE's statutory guidance 'Working Together to Safeguard Children', the 'Prevent duty for England and Wales' and 'KCSIE'.
- Inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises and the action they have taken in response to the allegations. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

Child absences

The school is required to follow up any absences in a timely manner.

Further information on child absences can be found in our Attendance Policy.

10. ICT Curriculum

ICT lessons will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education. When teaching ICT and utilising technology, e.g. Ipads the school will have due regard for the 'Education for a Connected World' framework when shaping what children are taught. The school aims to:

- Help children work more independently.
- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and cultures.

- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

While there is no set computing curriculum for early years, we believe that children should learn about technology as part of their learning. In accordance with the DfE's 'Statutory framework for the early years foundation stage', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This will include:

- **Communication and language:** ICT helps children to develop their self-expression, confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development:** using interactive programmes, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development:** technology gives children access to new ways to express their emotions and interact with others.
- **Literacy:** the internet gives children access to a vast range of media and materials.
- **Mathematics:** ICT enhances children's experiences of learning mathematics and improves their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world:** children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.
- **Expressive arts and design:** interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

11. Health and Safety

Health

Medicines

The school will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents and/or carers for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date.

- Only administer medicine, both prescription and non-prescription, where written permission for that particular medicine has been obtained from the child's parent.

Food and drink

The school will:

- Always ensure that a member of staff with a valid paediatric first aid certificate is present in the room whilst children are eating.
- Obtain information about a child's special dietary requirements, preferences, food allergies and intolerances and any special health requirements prior to them attending the setting.
- Ensure that fresh drinking water is always available and accessible to children.
- Record and act on information from parents and/or carers about a child's dietary needs.
- Ensure that children are always in sight and hearing of a member of staff whilst eating.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do constitutes an offence.

Safety

Accident or injury

The school will ensure that the First Aid Policy is followed such that:

- There is a record of any accidents, injuries and first aid treatment.
- Parents are informed of any accident or injury involving a child on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken as soon as is reasonably practicable, but at least within 14 days of the incident occurring – note, failure to do constitutes an offence.
- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies.

Premises and equipment

The school will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework.

- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies.
- Only release children into the care of individuals who are identified on their Arbor profile and ensure that children do not leave the premises unsupervised.

Risk assessment

The Health and Safety Policy outlines the full health and safety policies and procedures.

A daily risk assessment is undertaken prior to the start of the school day.

12. Staffing

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the Foundation Stage have the relevant qualifications and skills.

Qualifications, training, support, and skills

The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. All training on safeguarding will be renewed every two years.
- All staff are trained to:
 - Identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
 - Understand the school's safeguarding policy and procedures.
 - Ensure they have up to date knowledge of safeguarding issues.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.

- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings.
- PFA training is renewed every three years and is relevant for people caring for young children.

Staff to child ratios

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- Children are usually within sight and hearing of staff, but always within sight or hearing. Whilst eating, children will be within sight and hearing of a member of staff.

The school will provide a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the Early Years Foundation Stage' (Updated 14th July 2025)

- For children in Reception classes at Layton Primary, a maintained school:

Class sizes will be limited to 30 children per schoolteacher, as per infant class size legislation.

13 Mobile Phones and Devices

For the purposes of this policy, the term "mobile phone" refers to any electronic device that can be used to take images or record videos, including tablets.

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present, unless permission is sought.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Use of mobile phones by parents, visitors and contractors

Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff will report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

14. Information and Records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children.

15. Parental Involvement

We firmly believe that school cannot function without the enduring support of parents and carers, for parents and carers are every child's first and most important teacher. Therefore, every opportunity is taken to maximise their involvement in their child's learning.

Wherever possible, parents will be involved in the learning journey of their child through:

- ✓ Regular communication on Class Dojo
- ✓ 2 Stay and Play sessions prior to the children starting school
- ✓ 1 Home Visit
- ✓ Reading and Numeracy Workshops
- ✓ Family learning workshops (via invitation for 5 weeks)
- ✓ Stay and play sessions, during which parents are given an update on their child's progress
- ✓ Speech and Language workshops to support identified children and their parents and carers
- ✓ Termly Parents' Evenings (10 minute appointments)

The school has an open-door policy, and parents are welcome to talk to teachers at the end of the school day or by making an appointment via the school office. This is discouraged at the start of the school day to safeguard the children.

16. Transition into Key Stage One

The EYFS profile will be completed for each child and submitted to LA before the deadline.

The EYFS profile provides an outline of each child's progress, assessed against the Early Learning Goals (ELG) and their readiness for Year 1.

For each 17 ELGs, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – **expected**.
- Not yet reaching this level – **emerging**.

During the summer term, prior to entry into Year 1, reception children will:

- Join Year 1 or 2 on the playground during break, supported by a member of Foundation Stage staff.
- Continue to attend assemblies with Key Stage 1, in addition to special assemblies throughout the year.
- Adopt a modified timetable similar to the Year 1 experience.
- Have additional extra sessions in the Year 1 classroom with their Year 1 teacher and TA.

Prior to the children entering Year 1:

- Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Foundation Stage teacher to the Year 1 teacher.
- Reception teachers will pass on the EYFS profile results for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Children will continue to be assessed on the EYFS profile, if appropriate.

- Consideration will be given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.
- The more formal teaching of Year 1 will be introduced gradually.

17. Monitoring and Review

This policy will be reviewed annually by the governing board and the headteacher.

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

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