Ormiston Academies Trust

Ormiston Meadows Academy

Early Years Foundation Stage

(EYFS) policy

Policy version control

Policy version control

Policy type	Statutory and OAT Mandatory
Author	Tracy Fry
Approved by	Kelly Moore
Trust Board approval	OAT executive
Release date	30th September 2023, reviewed 30th September 2025 and 30th September 2026
Next review date	30th September 2027
Description of changes	• Reference to the revised Early Years Foundation Stage (EYFS) statutory framework (Sept 2026)

	• Inclusion of 'oracy' in subject areas where the class are taught as a whole. • Reference to the new 'Starting Reception' document • Reference to the 'OAT Pledge' • Inclusion of 'Nutrition' and 'E-Safety' teaching in terms of pupil safeguarding and well-being • Reference to updated guidance in terms of allergies and safer eating.

Scope of this policy

This is the Ormiston Academies Trust (OAT) EYFS policy which complies with all statutory requirements, including:

- The EYFS Statutory Framework (2024, updated version 1 September 2026)
- Development Matters (DfE)
- SEND Code of Practice (2015)
- Keeping Children Safe in Education
- Equality Act 2010
- Allergy Safety in Schools Statutory Guidance published July 2026 (DfE)

and follows the statutory guidance within The Ormiston Academies family comprises primary, secondary and special schools, as well as a number of specialist bases/resourced provisions.

Within this document, the term Early Years Foundation Stage (EYFS) applies to children in our Reception Class. Children start with us at the beginning of the school year in which they are five. At Ormiston Meadows Academy we aim to provide the highest quality education for all our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

EYFS Lead– Mrs Tracy Fry

Further information is available on our school website

Contents

1. Aims
2. Legislation
3. Structure of the EYFS
4. Curriculum
5. Assessment
6. Working with parents
7. Safeguarding and welfare procedures
8. Monitoring arrangements

Ormiston Academies Trust
ACHIEVING MORE TOGETHER

1. Aims

This policy aims to ensure:

• That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life

• Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind

• Close partnership working between practitioners and with parents and/or carers

• Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2026. This policy also has due regard to legislation, including, but not limited to, the following:

The revised **Early Years Foundation Stage (EYFS) statutory framework**, which came into effect on September 1, 2026. Key updates include strengthened safeguarding and safer recruitment, new mandatory nutrition and choking prevention guidance, and requirements for paediatric first aid certification for staff in ratios. At Ormiston Meadows, all snack and meal times are supervised by a member of staff with pediatric first aid training at all times. The new DfE statutory guidance regarding allergies- key updates include:

Mealtime Supervision: Staff must sit facing young children during meals/snacks (within sight and hearing) to prevent food-sharing and spot a reaction immediately, with a named person clearly responsible for checking food safety for each child. All staff have received training with regard to this legislation. For further guidance see OAT Allergies Policy??

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010

- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996

- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) updated 16 August 2017 'Supporting students at academy with medical conditions'
- DfE (2016) updated 2 April 2020 'Keeping children safe in education'
- DfE (2015) updated 21 February 2019 'Working together to safeguard children'
- DfE (2014) updated 19 September 2019 'Academy admissions code'

3. Structure of the EYFS

We provide a stimulating and safe environment both indoors and outdoors. Classrooms are set up into learning areas, where the children are able to find and locate equipment and resources independently. Children have free access to the outdoor area, which is also set up into learning areas. *This framework defines what we teach, and we use the Development Matters Guidance to support our curriculum.*

4. Curriculum

Our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2026. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education and develop the whole child. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for

igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The Prime areas are:

• Communication and language

• Physical development

• Personal, social and emotional development

The Specific areas are strengthened and applied through 4 specific areas:

• Literacy • Mathematics • Understanding the world • Expressive arts and design

These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.

4.1 Planning

Staff plan and provide a broad, balanced and progressive curriculum that intentionally develops children's knowledge, skills and understanding across all seven areas of learning, ensuring opportunities build over time and meet the needs of all learners. This is achieved through explicit teaching, adult led supported group work and continuous and enhanced provision as well as offering opportunities to develop their cultural capital. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. 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. Staff take into account children's interests and build these into the seven areas of learning through continuous and enhanced provision.

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. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children. Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early years foundation

stage, key group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of explicit teaching, adult-led group work and child-initiated play. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interactions building relationships and modelling our core values. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for their next stage of education. Quality interactions are at the heart of our Early Years provision. Staff use the SHReC approach to ensure every child benefits from high-quality interactions and meaningful communication opportunities, and as part of the Voice 21 project, we actively prioritise oracy, developing children's confidence, vocabulary, listening and speaking skills through purposeful talk and interaction.

5. Assessment

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA), alongside observations in the provision and during explicit teaching sessions.

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 or, • Not yet reaching expected levels ('emerging')

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. The profile is moderated internally (referring to the Development Matters guidance and our own in school curriculum documents) and in partnership with other local schools, to ensure consistent assessment judgements.

EYFS profile data is submitted to the local authority.

6. Working with parents

Strong partnerships with parents and carers are central to children's success in Reception. We recognise that parents are children's first and most important educators and work closely with families to support learning and development. Throughout the year, we share our *Starting Reception* booklet to highlight key areas of development, provide guidance and support for parents, and strengthen our collaborative approach to helping every child thrive.

We provide:

● Meetings with parents before their child starts school to share information about school and EYFS.

● Offering a home visit to all children before they start.

Introduction to the 'Starting Reception' document, which is shared with parents before the child starts school and throughout their year in Reception and beyond if necessary. Target setting and next steps are continuously monitored and discussed with parents and carers.

● Children have the opportunity to visit their new classroom and meet their new teacher prior to starting school, including 'stay and play' sessions.

● Parents are introduced to all key staff members and are encouraged to share information and concerns.

● Offering parents opportunities to talk about their child's progress and allowing free access to their Learning Journey folders as well as planned events to share them.

Staff liase closely with pre-school settings, Nurseries, childminders and other carers before the child starts school. Close links are formed with our on site Nursery 'Stars and Sparkles' throughout the year.

● Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: 'Stay and Play' sessions, Maths/Phonics meetings, special assemblies,

performances, sports days. Parent events are an integral part of school life and can be seen on our Enrichment Offer document.

Enrichment experiences linked to The OAT Pledge for all EY children, provide opportunities for parents and carers to learn more about 'Our World' ' Our Community' and 'Our Families'

Tapestry is used to share learning with parents and for parents to share learning at home. These observations are regularly shared with children in the classroom via Tapestry and through our floor book.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Promoting good mental health
- The importance of a healthy body

- Nutrition – Following guidance from Early Years Foundation Stage nutrition guidance2026

- Screen time guidance 2026

We also teach E-safety across our EYFS in age-appropriate ways. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy. We discuss healthy screen time with parents alongside the guidance in The Starting Reception Booklet.

We take a precautionary approach to screen use in Reception. Technology is used carefully and purposefully to support learning, but never replaces the high-quality interactions, play, communication and real-world experiences that are fundamental to children's development. In

line with DfE guidance, staff prioritise oracy, conversation and responsive adult-child interactions throughout the day.

8. Monitoring arrangements

This policy will be reviewed and approved by the Senior Leadership Team every year. At every review, the policy will be shared with the governing board for ratification.