ALEC REED ACADEMY

PROUD TO LEARN

Early Years Foundation Stage (EYFS) Information

Target Audience:	Parents	**Requirement to Publish on Website:**	Yes
Purpose:	To inform as to how we are meeting our statutory duty	**Statutory**	Yes
Review Date:	July 2027	**Approval Date:**	July 2026

Early Years Foundation Stage (EYFS) Policy

Introduction

At Alec Reed Academy, we are committed to providing the best possible start in life for all children. The Early Years Foundation Stage (EYFS) is a crucial period of learning and development that lays the foundations for lifelong learning and success. Our EYFS includes Nursery (ages 3–4) and Reception (ages 4–5), and we follow the national statutory EYFS Framework.

We believe that children's early years should be happy, active, exciting, fun, and secure, supporting their development, care, and individual learning needs. Children develop quickly in the early years, and their experiences before the age of five have a major impact on their future life chances.

Our Vision and Aims

Our vision is to nurture confident, independent, resilient, and joyful learners who are well-prepared for their journey through school and beyond. At Alec Reed Academy, we aim to:

- Provide a safe, stimulating and nurturing environment that supports all aspects of a child's development.
- Encourage communication and social skills, enabling children to express themselves, solve problems, and build relationships.
- Deliver a broad and balanced curriculum that supports children's interests and developmental stages.
- Develop children's independence and curiosity through high-quality play and learning experiences.
- Work in strong partnership with families, recognising parents as the child's first and most enduring educators.
- Prepare children for school readiness and their next stage of learning in Key Stage 1.

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS framework), effective from 1 September 2026, and the latest version of the Department for Education's statutory guidance Keeping Children Safe in Education.

The EYFS Curriculum

The EYFS Framework outlines how and what children learn to support their healthy development and equip them with the foundation to make the most of their talents and abilities. Learning is planned across seven areas of development:

Prime Areas:

1. Communication and Language

2. Physical Development
3. Personal, Social and Emotional Development

Specific Areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

These areas are interlinked and used to structure play-based and adult-led activities that promote holistic development.

Our Approach to Learning

Children in Nursery and Reception learn through a rich mix of:

- Play-based learning
- Child-initiated exploration
- Adult-led teaching and group work

We encourage active learning both indoors and outdoors. Our environment is designed to promote independence, creativity, and curiosity. Daily experiences help children develop skills in speaking and listening, social awareness, literacy, numeracy, and self-confidence.

In Reception, children begin to follow a more structured routine while maintaining plenty of opportunities for discovery through play. Activities include:

- Daily phonics, literacy and mathematic sessions
- Guided reading and story time
- Enquiry-based learning connected to key topics and children's interests

Assessment and Progress

Staff continuously observe and assess children's learning and development. This helps us:

- Understand and support each child's unique learning journey
- Identify next steps and provide targeted support
- Inform parents of progress during consultations and reports

Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

When assessing whether an individual child is at the expected level of development, staff will draw on their knowledge of the child and their own expert professional judgement. Staff are not required to prove this through collection of any physical evidence.

Reception Baseline Assessment (RBA)

As part of statutory assessment requirements, all Reception children will complete the Reception Baseline Assessment (RBA) within the first six weeks of starting school. From the 2025/26 academic year, the (RBA) will be delivered using digital devices, requiring staff to be trained in the use of the digital platform and secure data handling. All staff receive appropriate technical and procedural training, and assessment data is managed in line with GDPR and the school's Data Protection Policy. The RBA is accessible and inclusive for all children, with reasonable adjustments made for those with SEND or EAL.

The end of EYFS

In the final term of the academic year in which the child reaches age 5, and no later than 30 June in that term, staff will complete the EYFS profile for each child. Each child is assessed against the 17 early learning goals, indicating whether they are:

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

The EYFS profile will reflect staff members' own knowledge and professional judgement of a child to inform discussions with parents and/or carers, and any other person whom the teacher, parent and/or carer judges can offer a useful contribution.

We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs and helps with planning activities in year 1.

The school shares the results of the EYFS profile with their parents and/or carers.

An EYFS profile will be completed for all children, including those with special educational needs or disabilities (SEND). We will make the appropriate reasonable adjustments to the assessment process for children with SEND.

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

Inclusion and Individual Needs

We celebrate diversity and welcome all children regardless of their background or ability. Our EYFS provision is inclusive and ensures:

- Every child feels safe, valued, and respected
- Staff adapt learning opportunities to suit individual needs

- Support is provided for children with additional needs through our SEND team and external agencies if necessary

Settling In and Transition

Starting Nursery or Reception is a big milestone. We understand how important a smooth transition is for both children and families. We offer:

- A staggered start to ensure all children are settled individually
- Stay-and-play sessions and home visits (where appropriate)
- Time for parents to meet staff and familiarise themselves with the setting

When it's time to move on from Reception to Year 1, we work closely with Key Stage 1 staff to support a seamless transition.

Parental Partnership

We value and encourage parental involvement in all aspects of school life. Children thrive when home and school work together. We promote this through:

- Regular parent communication via meetings, messages, class dojo, tapestry and newsletters
- Opportunities to contribute to children's learning journals
- Stay-and-play events and parent workshops
- Open channels to speak with class staff when needed

Nursery Provision at Alec Reed Academy

We welcome children from the term in which they turn three. Our Nursery team provides high-quality early education through stimulating play, skilled adult interaction, and strong pastoral care.

The curriculum supports:

- Early communication and language development
- Confidence in social interaction and independence
- Strong foundations in early literacy and numeracy skills

Reception at Alec Reed Academy

Reception is the final year of the EYFS and a vital stage in preparing children for Key Stage 1. Children build on the foundations of Nursery and enjoy a rich, varied curriculum through structured and child-led learning.

By the end of Reception, our aim is for children to be:

- Independent and confident learners
- Able to work both collaboratively and independently
- Emotionally ready to take on new challenges

Safeguarding and Welfare

We are committed to safeguarding and promoting the welfare of all children. All staff receive annual safeguarding training. We follow statutory requirements and have robust procedures in place to ensure children are safe and well cared for at all times. This includes:

- Safer recruitment: all references must be obtained from current or most recent employers or training providers, open references are not accepted under any circumstances and recruitment records must include verification of reference authenticity and documentation of follow-up where needed.
- Child absence monitoring: the attendance lead will follow up on any prolonged or unexplained absences, through our same-day contact procedures and any patterns of absence are escalated to the Designated Safeguarding Lead (DSL) for further review. In addition, families must provide at least two emergency contact details, which are reviewed and updated termly.
- Whistleblowing procedures: staff are aware of how to raise concerns to the Headteacher confidentially and are reminded of this procedure during annual safeguarding training.
- Privacy in Toileting and Nappy Changing: When changing nappies, consent is required from parents after they have read the intimate care policy. We ensure that there is a two-adult awareness protocol, ensuring another adult is aware when intimate care is being provided, care routines are conducted in designated areas that allow visual access without compromising dignity and all incidents are recorded in an intimate care log.
- Pediatric First Aid Requirements: all EYFS staff are Pediatric first aid-trained, which allows them to be included in staff: child ratios. PFA certification is verified and recorded for all relevant staff, with renewal tracked and monitored
- Secure entry and exit procedures
- Clear policies on behaviour, health, and wellbeing
- We have regard to the DfE's help for early years providers: screen use guidance when making decisions about how and when children use screens in our setting.
- Promoting healthy eating, hygiene, and physical activity ensuring we are providing balanced meals and snacks, promoting positive food experiences and ensuring cultural and dietary needs are respected. We promote good oral health, as well as good health in general, in the early years by, for example talking to children about: The effects of eating too many sweet things and the importance of brushing your teeth.

Safer Eating

While children are eating, there will always be at least 1 member of staff in the room with a valid PFS certificate. All children will be within sight and hearing of a member of staff while eating, and

seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.
Before a child joins our setting, we will get information on their:

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

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

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
  - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods and the textures the child is familiar with and work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance. All meals, snacks and drinks we provide are healthy, balanced and nutritious. Fresh drinking water is always available and accessible to children