

# Federation of Shevington Primary Schools

*Millbrook and Shevington Vale Primary School*



## Early Years Foundation Stage (EYFS) Policy

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## Contents

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1.Introduction	Page 4
2.Principles and aims	Page 5
3.Legislation	Page 5
4.Structure of the EYFS	Page 6
4.1 Admissions	Page 6
4.2 Transitions	Page 7
5.Curriculum	Page 8
5.1 Continous Provision	Page 9
5.2 Outdoor learning	Page 10
5.3 Extra Curricular Visits	Page 10
5.4 Phonics	Page 10
5.5 Toothbrushing	Page 11
5.6 Planning	Page 11
5.7 Teaching	Page 11
6. Assessment	Page 12
7. Working with Parents and carers	Page 12
8. Safeguarding and Welfare	Page 13
8.1 Staff Information	Page 14
8.2 Intimate Care	Page 14
8.3 Safer Sleeping	Page 15
8.4 Medicine Administering	Page 15
8.5 Inclusion and Special needs education	Page 15
8.6 Nutrition and Guidance	Page 16
9. Seesaw	Page 16
10. Climate Control	Page 17
11. Monitoring Arrangements	Page 17
12. Appendix	Page 18

## 1. Introduction

The Shevington Federation aims to provide the highest quality care and education for all its children.

### **We aim to go above and beyond!**

The Shevington Federation comprises of both Millbrook and Shevington Vale Primary Schools.

Across the Federation's two Reception classes, Play Along Pre-school at Millbrook and Shevington Vale's Nursery, our Early Years provision is excellent, offering exceptional experiences for all our children and their families!

We work hard to develop our children's emotional intelligence, resilience and social skills and help them to learn strategies that enable them to manage their emotions and behaviours effectively.

We are inclusive and encourage respect for everyone and everything, in all that we do.

" All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential." *Early Years Foundation Stage Statutory Framework, Department for Education (DfE)*, This Policy is in accordance with the statutory framework for the EYFS (effective from 1<sup>st</sup> September 2025).

The framework covers the education and care of all children in early years provision, including children with Special Educational Needs and Disabilities (SEND). The specific policies required within the EYFS framework are reflected in The Shevington Federation's policies, which we follow in everyday practice!

Information and details about policies can be found in the Appendix and seen upon request.

## 2.Principles and Aims

Across the Federation, we adhere to the Statutory guidance stated in **The Statutory Framework for The Early Years Foundation Stage January 2024**.

We aim to give all our children a strong foundation for their future learning.

Every child deserves the best possible start in life and the support that enables them to fulfill their potential.

The EYFS sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe.

The EYFS specifies requirements for learning and development and for safeguarding and promoting their welfare. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We aim to develop a close working partnership with all our children and families.

Our EYFS policy is directly related to our school vision, values, and curriculum statements. It documents further aims and strategies we employ to address the four overarching principles of EYFS these include:

**Unique child** – We recognise that every child is unique and is continually learning, resilient and capable, confident and self-assured.

**Positive Relationships** – We recognise that children learn to be strong, secure and independent through positive relationships.

**Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

**Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with SEND.

### 3. Legislation

This policy is based on requirements set out in [The Early Years Foundation Framework](#) for 2025

### 4. Structure of the EYFS

Across the federation, we adhere to Ofsted's standards regarding staff-to-child ratios and indoor space, ensuring a safe and effective learning environment that promotes both academic and personal development, is provided at all times, for the children in our care.

Each School has a Pre-school and a Reception class.

Shevington Vale's Nursery takes children from two years old. They have spaces for up to 10 2-Year-olds, and up to 22 3-year-olds.

Millbrook's Pre-school, (Play Along) accepts children from three years old and is registered to take up to 32 3-4-Year-olds.

Both Pre-schools prepare our children ready for their transition to Primary school and do this in a range of ways- see 4.2 Transitions for further information! Both of our schools Reception classes can have up to 30 children who are taught by the class teacher alongside a Teaching Assistant.

Before and After school club is available at both schools for all children attending our Pre-schools and Reception classes. Only trained and suitably qualified staff will be included in ratio's; no student's or trainees are to be counted.

## 4.1 Admissions

**Both Preschools Follow the same admissions policy and accept children on the following basis.**

**Children who:**

- 1. Are due to start School in the next academic year**
- 2. Are eligible for Early Education Grant and wish to use the full 15 hrs (Pre-School children)**
- 3. Eligible and wish to use extended entitlement of up to 30 hrs**
- 4. Are eligible for 2-year-old disadvantage or working parent entitlement and want to use the full 15 hours (Applicable to Shevington Vale – Not Millbrook)**
- 5. Are eligible for Education Grant or 2-year-old funding and wish to use less than 15 hours**
- 6. Are not eligible for funding but wish to pay for sessions**

We must stress that we cannot guarantee your child a place at one of our schools in reception. School places are applied for via the council. Reception places are then allocated by the Council using their own admissions criteria. Full applications are to be completed including two emergency contact's Form's to be checked by senior staff.

Attendance –

Attendance at nursery is not mandatory; however, all absences will be monitored to ensure the well-being of each child. Prolonged or unexplained absences will be tracked by staff. If a child is absent and staff have not been informed by parents or carers, staff will make contact to confirm the reason for the absence. All absences will be recorded in an attendance log for monitoring purposes.

This process supports safeguarding and helps maintain open communication between the nursery and families.

## 4.2 Transitions

We recognise that times of transition can be unsettling for both children and their families and aim to offer a structured and supportive approach whereby children feel excited about starting at our schools, motivated to meet the new challenges of our settings and parents feel valued, informed, and supported.

This belief is documented in Ofsted's Bold Beginnings, 2017 which states: 'The need for Reception and Year 1 teachers to be given time to share and talk about data so that it can be used positively to shape an engaging and tailored learning space for young children as they transition from Early Years to Key Stage 1.'

This sentiment is also agreed by Bryce-Clegg who writes 'Effective transition takes time and is a process rather than an event'.

### **Transition from home to Preschool**

Parents are invited to have a guided look round school where they are welcome to bring their child with them. Once a place has been offered staff arrange a short settling in visit, which is booked for both child and parents to attend. During this visit they are offered the opportunity to stay for a short while with their child to join in with some of the day's activities, during this time staff will gather any information they require for when your child starts and will send you away with any additional information needed.

When the children first start Pre-school parents are supported and reassured, we stay in contact with parents during this time. No two transitions are the same! So, we work together closely with parent's and find out what works best for your child.

### **Transition experiences throughout the year**

Throughout the year, Pre-school children are given the opportunity to join with the rest of the school for special visitors etc. In the same way, they will be invited to take part in whole school activities as appropriate, such as assemblies, inspiration days, whole school trips, end of year celebrations, sports days, and any other activities we can to really allow the children to feel part of the school family. All children eat their lunches in the hall and are a part of the daily routine of school life across the Shevington Federation.

Shared time is spent exploring the outdoor area at Millbrook where they have a shared EYFS outdoor area. At Shevington Vale, both Nursery and Reception access the woodlands and make use of the outdoor area on a daily basis.

### **Transition from preschool to Shevington Federation Reception classes**

If your child is making the transition from our Preschool to one of our reception classes, they are provided opportunities to explore the classroom and spend time with the class teacher.

Both schools arrange taster sessions for both the child and parent to attend; these allow both parents and the children to become familiar with both the other children and the classroom set up. Meetings are held with the Preschool teacher and Reception teacher to

discuss the children transitioning. Both Reception class teachers ensure they have heard from any child's previous nursery setting if they did not attend The Shevington Federation.

### **Transition from preschool to other schools .**

Staff support this in any which way they can, they get pictures from the schools to share with the children. They share a transition report with the new class teachers and help prepare the children for their journey. Class teachers are invited to see the children in our setting if they wish, or our teachers can come out to visit nurseries.

## **5. Curriculum**

Each school has created individual ambitious curriculum's which meet the needs and interests of the specific cohorts; these are rounded and child centred. Development Matters which is a nonstatutory guidance helped us compose our own curriculums which is used by staff to support their planning and assessments of the children.

These documents can be provided upon request or be accessed via the schools' websites.

The EYFS framework encompasses seven areas of learning and development, all of which are equally vital and interconnected. Among these, three prime areas are especially crucial for sparking curiosity and enthusiasm for learning. They play a key role in enhancing children's ability to learn, build relationships, and flourish.

The Prime areas are:

- Communication and language, Physical development, Personal, social and emotional development .

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

Literacy, Mathematics, Understanding the world and Expressive arts and design.

### **The Characteristics of Effective Learning:**

- Playing and Exploring - Children investigate and experience things, and 'have a go'
- Active Learning - Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- Creating and Thinking Critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

These characteristics help us understand how children approach learning and provide insights into how they can support and enhance the learning process.

## 5.1 Continuous provision

Across the Federation we aim to ensure:

- A clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the Early Years curriculum.
- An environment that facilitates independence, curiosity, and hands-on play-based learning.
- Continuous Provision enables children to explore recent learning, practice new skills, and follow their own interests.
- Staff enhance Continuous Provision through careful intervention, making it child centered and catered towards the current cohort.
- Carefully chosen and organised high-quality resources and experiences that are constantly available for children to access independently across every area of their learning.
- Clearly labelled resources for children to access independently.

## 5.2 Outdoor Learning

The environment, both indoors and outdoors, plays a key role in enabling and extending children's learning and development.

All children have opportunities to explore the outdoor learning environment each day. They have the same opportunities to access the curriculum outdoors and indoors. Focused teaching occurs outdoors and indoors, and children have opportunities to interact with all members of staff.

At Shevington Vale, the school forest is accessed regularly by both Nursery and Reception classes.

In preschool Children are encouraged to find and use equipment and resources independently and these are organised to allow all children including those with a disability and/or SEND to explore and learn in a secure and safe space. Children can access indoor and outdoor areas whilst remaining in ratio following statutory guidance for the EYFS.

When planning for outdoor learning we will be carefully considering:

- Children wearing suitable clothing, including waterproofs, have limited numbers so ask parents to provide these if possible.
- Free flow arrangements so children are encouraged to follow their own interests.
- Extending the learning in the classroom – so that all curriculum areas are covered.
- Health and wellbeing (PD, PSED) understanding nature and growing opportunities.
- Opportunities for all.
- Daily risk assessments are carried out to ensure the outdoor areas are safe for children's use.
- Staff use their common sense regarding weather and on windy day's to avoid areas with trees as part of the risk assessment.

### **5.3 Extra Curricular Visits**

Both schools provide lots of exciting opportunities including walks in the local area and planned visits to places which enhance the children's learning. Staffing levels are generous when taking children on trips, and consent is gained from parents prior to these trips.

For more information on extra-curricular visits, please see The Federations policy.

### **5.4 Phonics**

Phonics teaching begins in Preschool where children are introduced to early phonics through a structured programme of phonological awareness, through Sounds Write. Within this provision, staff deliver planned learning opportunities that focus on the development of skills including sound discrimination, word awareness, rhyme detection and production, sound detection, blending, segmenting, and early sound manipulation. These experiences form the foundation for children's later phonics acquisition.

From Reception onwards, phonics is taught through the Sounds Write Phonics Programme. This systematic, synthetic phonics programme provides practitioners with a comprehensive and sequential approach to the teaching of reading, spelling and writing. Delivery is consistent across the school to ensure continuity and progression, supporting all pupils in developing secure early literacy skills.

Reading books are sent home linking to the sounds that have been learnt in school, they are expected to be read several times at home each week. Books are changed weekly, when children have read their books three times.

## **5.5 Toothbrushing**

The EYFS framework states that Early Year's providers must promote good oral health of children who attend their setting. Our Pre-schools provide supervised toothbrushing time for the children to brush their teeth once a day. Prior permission is gained for this.

Across the federation, the importance of toothbrushing is shared with both children and parents. Opportunities are provided for children to learn how to brush teeth properly through play, this is modelled by the teacher then they are allowed to practice brushing dolls teeth. Stories about the importance of teeth-brushing are shared and discussions are made about the importance of brushing our teeth and healthy eating.

## **5.6 Planning**

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

Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## **5.7 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

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 year 1.

## **6. Assessment**

Across the federation ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers.

At Shevington Vale Two-year checks are carried out by staff, parents are provided with a short-written summary of their child's development in the prime areas of learning. This is discussed with parent's and used to support the child's learning and development.

For every child starting Reception, our practitioners will complete a baseline assessment in their first couple of weeks of school; this is a statutory requirement.

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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

Each child in Nursery and Pre-school is also assessed within the first couple of weeks of attending, to ensure staff have a baseline to work from, and to help plan for their future learning. WELLCOMM assessments are carried out on all individuals in preschool, alongside ASQ assessments.

At the end of the Pre-school year, all information is shared with Reception staff through a thorough transition meeting where each child is discussed in depth, in relation to their learning and their individual needs.

## 7. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Each child in preschool is allocated a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## 8. Safeguarding and welfare procedures

**Children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.**

***We follow the safeguarding and welfare requirements detailed in the EYFS Statutory Guidance (2025) and all staff ensure they are following the Federations Policies.***

- Children enjoy daily fruit AM and a light snack PM - they are encouraged to drink water throughout the day, they also have free Milk till their 5th Birthday.
- Free school lunch is available to children in Reception, they can be ordered for Preschool at an additional cost.
- Risk assessments are carried out indoors and out and extensive ones are carried out prior to any out of school visits, the risk assessments are reviewed regularly.
- Transition is carefully planned for the children from Nursery to Reception and Reception to Year 1
- First aid will only be administered by trained personnel, and we ensure all our Early Years staff complete Paediatric First Aid (PFA) training. This PFA certificate is renewed every 3 years as required
- Procedures are in place to inform parents/carers of accidents involving their child.
- Procedures are in place to ensure security of children and the safe release of children into the care of individuals named by the parent/carer.
- Procedures and policies are in place to ensure children's safety when using technology as part of their learning.
- Good health will be promoted, and appropriate action will be taken when children are ill.
- Safer sleep guidelines are followed for any two year olds who still sleep at The Dell, and for any child who falls asleep.
- Routines are in place to support children's growing understanding of personal hygiene.
- Children's behaviour is managed effectively through the use of a whole school behaviour system, which is adapted to the stage and development of individual needs.
- Indoor, snack provision and outdoor premises, furniture and equipment will be regularly checked and repaired, washed etc. as required.
- We promote good oral health; in our Preschools we follow Public Health England guidance on supervised toothbrushing.
- We use resources which reflect and value the diversity of our cohorts.
- Both preschools are registered with Ofsted and run under section 27.
- All staff follow Schools whistle blowing procedures (See Annex )

## 8.1 Staff information

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children.
- For children aged 3 and over: we have at least 1 member of staff for every 8 children.
- In Reception we are limited to 1 teacher to 30 children but are fortunate to have 1 TA in both our Reception classes also.

All staff are hired using safer recruitment and aren't enrolled until suitable references have been sought.

All adults with access to our children will receive the appropriate level of DBS checking and as part of the induction process, will have discussed and signed a school code of conduct.

All staff employed by The Shevington Federation receive thorough induction training to help them understand their roles, responsibilities and key information about how safeguarding arrangements work in the school.

All staff employed by The Shevington Federation undertake annual safeguarding training of minimum level 2, including online safety, and must be aware and follow school systems around reporting any concerns to the Designated Safeguarding Lead (DSL)

Staff are trained to ensure good/safe food hygiene is evident all the time whilst preparing food and delivering any snack and when supporting lunch times food hygiene certificates are held by members of staff where needed.

All staff read KCSIE annually. Senior staff are responsible for updating staff of any relevant changes to Safeguarding and update this through memos, staff meetings, appraisals and through daily practice.

We are often privileged to have support from students from high schools, colleges, and universities. All students are DBS checked and supervised as required.

## **8.2 Intimate Care**

This covers any tasks that involve dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact with an intimate personal area.

Staff will work in partnership with parents/carers to share relevant information and provide continued care appropriate to the needs of the individual child. We ask parents/carers to provide a change of clothes if a child regularly needs to change during the school day.

We ask parents/carers to provide: • spare nappies (if needed) • wet wipes • change of clothes/undergarments.

All staff must adhere to the Intimate Care Policy when changing any child. Staff are required to ensure they are either in sight of or within hearing distance of another staff member at all times during the changing process. Children's privacy must be respected at all times.

Changing areas are to remain private and arranged in a way that upholds the dignity and safeguarding of each child. Staff must always act in accordance with safeguarding procedures.

## **8.3 Safer sleeping**

For any child that requires sleep during their time in preschool we follow safe sleep guidance, and all staff are trained to follow this.

## **8.4 Medicine administration**

The EYFS states that 'medicines must not usually be administered unless they have been prescribed'. Staff administering any medicines must have had recognised training and have prior written permission from parents to administer any medication.

## **8.5 Inclusion & Special Educational Needs**

All children and their families are valued across the federation. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best, and all planning is adapted to meet the needs of all children's abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child, and identify any child who may require Early Help. Concerns are always discussed with parents and carers at an early stage and the SENCO's can provide further support. Steps are taken following the Federation's inclusion policy.

Shevington Vale School SENCO – Mrs. J Liptrot

Millbrook School SENCO – Mrs. J Thomas

Shevington Vale Nursery SENCO Mrs. Lunt / Mrs. Ward

Play Along SENCO Miss Kay / Mrs. J Harrison

## **8.6 Nutrition & Guidance**

Across the Federation we ensure we follow what's set out in The Early Years Foundation Stage (EYFS) framework

We promote healthy eating and balanced nutrition for all children. Children are encouraged to eat a balanced diet that includes a wide variety of foods. Fruit is provided as a light snack, and milk or water is offered as a drink option.

All staff receive training on allergies and are made aware of which children have specific dietary requirements. Clear signage is displayed in the setting to highlight allergy information. All food prepared for children is carefully prepared to minimize the risk of choking.

Children are always seated while eating, with staff present and maintaining appropriate ratios to observe meal times and ensure safety. All staff are trained in paediatric first aid, ensuring prompt and effective response in case of emergencies.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policies.

## 9 Seesaw

Seesaw is an online learning journal that captures the children's learning experiences through photographs and videos. It allows learning that takes place at School/Preschool to be shared with parents and is used as a way of showing a broader picture of a child's development. This is used in both Pre-schools and throughout school!

Primarily the App is used to document the children's learning, it is also used to;

- Gather information that informs our understanding of a child's development and next steps.
- To ensure that our children have equal access to a broad and balanced curriculum.
- Develop children's awareness of the learning process and to involve them in and be part of their own self-assessment.
- Involve all significant people in a child's life.
- Monitor the development and progress of every child.
- Assist in the monitoring, evaluation and planning of the curriculum.
- Share information with staff, parents/carers and other agencies.

## 10. Climate Control

- **As a federation we** provide opportunities to teach children about environmental responsibility and resilience, fostering a culture of sustainability from a young age.
- **As a setting we**
  - Improving energy efficiency (e.g., using LED bulbs, insulation).
  - Reducing water waste (e.g., teaching children to save water).
  - Promoting recycling by having recycle bins in the room
  - Take the children litter picking in local area
  - Use reusable water bottles for all children reducing waste
  - Engaging staff, parents, and children in sustainability practices.

## **11. Monitoring arrangements**

This policy will be reviewed and approved by Staff Anually.

At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
procedure for staff in childcare settings to raise concerns about unsafe or poor safeguarding practices without fear of reprisal	See Whistle Blowing Policy

### IMPACT

#### 11. At the end of EYFS

The national expectation is for children to achieve the Early Learning Goal in all areas of their learning. However, every child is unique. Some will exceed this expectation, while others may still be working towards it.

Our aim is for all children to progress to their full potential (and at least make good progress from their relative starting points).