

# TRUST IN LEARNING (ACADEMIES)

## EARLY YEARS FOUNDATION STAGE POLICY

Approval Date: November 2025	Version: 01	Review: 3 years (or sooner if required by statutory guidance)
Approval By: Quality of Education Committee	Lead: Director of School Improvement	Review date: Autumn 2028
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.		

## History of Policy Changes:

Date	Page	Change	Reason for Change
September 2025		New policy	New over-arching policy for the Trust

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## 1. Statement of Intent

This document sets out the policy for the Early Years Foundation Stage (EYFS) provision at Trust in Learning Academies (the Trust). All schools in the Trust are committed to providing the highest quality Early Years education.

Our EYFS policy ensures that every child receives a secure, happy, and stimulating start to their school journey, fostering curiosity, resilience, and a love of learning. Our practice is rooted in the belief that children thrive in environments where they are nurtured, challenged, and given the freedom to explore and grow.

## 2. Values and Principles

This Trust Policy is set out with the following principles at its core:

Trust in Learning (Academies) is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning, and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and any relevant retained or assimilated EU law, and in line with the Trust's ethos and values.

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

## 3. Objectives and Scope

### 3.1 Objectives

This policy aims to outline our approach to:

- Ensuring all Early Years children make strong progress across all seven areas of learning and development
- Providing high-quality teaching and provision that reflects the EYFS statutory framework
- Identifying effective assessment practices that inform next steps
- Promoting inclusive experiences for all Early Years children
- Fostering positive relationships with families and the wider community
- Supporting an effective transition from EYFS into Key Stage 1

## 3.2 Scope

This policy applies to:

- All pupils within Trust in Learning (Academies) in Nursery and Reception.
- All teaching and support staff involved in their education
- All primary schools within the Trust delivering an EYFS provision (Nursery and Reception)

It complements related policies such as:

- Safeguarding and Child Protection Policy
- SEND and Inclusion Policy
- Curriculum Policy
- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy
- Equality, Diversity, and Inclusion Policy

Each TiLA setting will meet all updated EYFS requirements, including:

- Strengthened safeguarding (safer recruitment, absence checks, emergency contacts, safer eating, whistleblowing, privacy in toileting, and safeguarding training).
- Mandatory Paediatric First Aid for relevant staff before counting in ratios.
- Consideration of updated nutrition guidance.
- Use of the Experience-Based Route (EBR) for Level 3 ratios within limits and with documented assessments.
- Reception Baseline Assessment incorporating digital elements and required devices.

This policy complies with:

- **Department for Education** (2014, updated in 2025) [Early Years Foundation Stage \(EYFS\) Statutory Framework](#)
  - This is the key DfE publication that sets the standards that all Early Years providers must meet to ensure children learn and develop well, are kept healthy and safe, and acquire the knowledge and skills they need to start school.
- **Department for Education** (2020, updated in 2023) [Development Matters - Non-statutory curriculum guidance for the early years foundation stage](#)
  - This guidance provides flexible and age-appropriate information to help Early Years practitioners to support every child's learning and development through high-quality interactions and effective practice that complements the statutory EYFS framework.
- **Ofsted** (2024). [Early Years Inspection Handbook for Ofsted-Registered Provision](#).
  - This handbook outlines how Ofsted inspects registered Early Years providers, detailing the evaluation criteria and inspection procedures, all within the framework of the statutory EYFS requirements.
- **Department for Education** (2025) [Keeping Children Safe in Education 2025 \(KCSIE\)](#)
  - KCSIE sets out the statutory safeguarding responsibilities for schools and colleges in England, ensuring all staff understand how to protect children from harm, promote their welfare, and respond appropriately to concerns.
- **Equality Act** (2010)
  - The Act legally protects individuals from discrimination, by covering the protected characteristics of age, disability, race, religion, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage and civil partnership.

- **Department for Education and Department of Health (2015) [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)**
  - This Code of Practice provides statutory guidance for schools, Early Years settings, local authorities, and health bodies on identifying, assessing, and supporting children and young people aged 0-25 with special educational needs and disabilities, promoting inclusive practice and collaborative working across education, health and care services.

## 4. Responsibilities

### 4.1 Responsibilities of the Trust Central Team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- To ensure the policy is well communicated to all Headteachers.
- To ensure that the policy is regularly reviewed.

### 4.2 Responsibilities of the Headteacher

- To ensure the implementation of and compliance with current policy and procedures at school level
- To monitor systems, resources, impact and actions related to the policy
- To ensure the policy is well communicated and staff understand their role in its implementation
- To handle any complaints at school level which arise through this policy

### 4.3 Responsibilities of school leadership

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance
- To hold sessions for parents and pupils as required, to ensure the policy is understood
- To monitor pupil progress and support implementation of targeted interventions

### 4.4 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures
- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy

### 4.5 Responsibilities of parents

- To support the implementation of the policy with their child, as appropriate
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school

### 4.6 Responsibilities of pupils

- To engage positively in their learning
- To contribute their voice to shaping their EYFS experience

## 5. EYFS Curriculum

### 5.1 Learning

At Trust in Learning (Academies), the EYFS curriculum is designed to provide a strong foundation for lifelong learning. It is structured around the seven areas of learning and development, divided into three prime areas, Communication and Language, Physical Development, and Personal, Social and Emotional Development, and four specific areas, Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

Learning is implemented through a rich blend of child-initiated and adult-led experiences. Staff create enabling environments, both indoors and outdoors, which promote exploration, play, and challenge. Resources are thoughtfully arranged to encourage independence, problem-solving, and creativity. The learning environment reflects the children's backgrounds and experiences, aiming to broaden their horizons and support their development.

Teaching is flexible, responding to the child's interests and developmental needs. Teachers plan purposeful experiences that link areas of learning, drawing on themes that captivate children's curiosity. There is a balance of whole-class, small-group, and individual teaching. Children are encouraged to take risks, make choices, and reflect on their learning, supported by adults who model language, thinking, and behaviour.

### 5.2 Assessment

Assessment in the EYFS is ongoing, formative, and integral to teaching and learning. Teachers closely observe children as they engage in activities and play, recording significant moments of progress and identifying next steps. These observations feed into next step planning for provision and targeted learning.

Upon entry, baseline assessments are conducted to establish starting points. These include the Reception Baseline Assessment (RBA) and school-based assessments, such as those informed by the *Development Matters* guidance (DfE) or Birth to 5.

Progress is reviewed at regular intervals. The EYFS Profile is completed at the end of Reception, providing a summative assessment of each child's attainment in relation to the Early Learning Goals (ELGs). Judgements are moderated internally and externally to ensure accuracy and consistency.

Parents receive regular feedback through consultations and written reports and are encouraged to contribute their own observations to provide a holistic view of their child's development.

### 5.3 Inclusion and Equal Opportunities

Our EYFS settings are inclusive, welcoming, and accessible to all children, regardless of background, ability, or need. We are committed to ensuring that every child has the opportunity to succeed and feel valued.

Children with special educational needs or disabilities (SEND) receive timely support through early identification, targeted interventions, and collaboration with the school's SENCO and external

professionals. Those learning English as an additional language (EAL) are supported through rich language modelling and dual-language resources where appropriate.

The curriculum reflects and celebrates diversity, helping children to develop respect and understanding for others. We actively promote anti-discriminatory practice, ensuring that all children see themselves and their families represented in the learning environment.

We recognise the different experiences children bring to school, and we aim to intentionally provide enriching experiences to help bridge developmental gaps and reduce disadvantage.

## 6. Safeguarding and Welfare

Safeguarding is a fundamental priority in our EYFS provision. EYFS staff are trained in safeguarding procedures annually, including intimate care, online safety, and the supervision of outdoor play. We support staff to remain vigilant and encourage prompt action in line with the Trust's Safeguarding and Child Protection Policy and the statutory guidance, *Keeping Children Safe in Education* (DfE).

We continue to ensure our settings are safe, clean, and well-organised. We endeavour to complete risk assessments for all activities and areas. Children are supervised at all times, and we have established systems for recording accidents, administering medication, managing allergies, and supporting toileting needs with dignity and privacy. Please see our Supporting Pupils with Medical Needs Policy and Intimate Care Index for further details.

Oral health education is embedded into the curriculum, where we support children and families in developing healthy habits. Activities include role play, storytelling, and guidance from dental professionals to promote brushing, healthy eating, and regular dental visits.

## 7. Working in Partnership with Families

We value the vital role that families play in supporting their child's learning journey. We strive to build strong, respectful relationships with parents and carers, recognising that they are experts in their children's lives. We also foster strong home-school relationships through open communication, collaborative planning, and shared celebration of achievements.

We aim to engage with parents and carers through a variety of means, including:

- Regular updates via digital platforms, newsletters, and social media
- Parent consultations and progress meetings
- Stay-and-play sessions, phonics workshops, and curriculum information events
- Home learning tasks
- Some schools choose to use online journals.

## 8. Staff Development and Training

We are committed to building the capacity of staff to support Early Years pupils effectively. Staff across the Trust receive regular training on EYFS and the Trust's provision. All staff receive ongoing professional development through a combination of internal training, external courses, and peer collaboration.



EYFS Leads and Trust leaders facilitate network meetings, moderation events, and resource-sharing sessions across schools.

## **9. Monitoring and Evaluation**

The EYFS provision is reviewed through:

- Learning walks, lesson observations, and environment audits
- Analysis of assessment data and outcomes
- Review of evidence of judgements through professional dialogue
- Feedback from children, parents, and staff

Self-evaluation feeds into action planning at school and Trust level. The effectiveness of the EYFS provision is discussed at leadership meetings and quality assurance visits, such as Core Visits, which informs decisions about resources, training, and curriculum design.

## **10. Review**

This policy will be reviewed every three years (or sooner if statutory updates occur) by the Director of School Improvement and approved by the Trust's Quality of Education Committee.