

# The Darent Federation of Schools

## Early Years Foundation Stage (EYFS) Policy



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# Early Years Foundation Stage (EYFS) Policy

## Contents

1. Aims .....	2
2. Legislation.....	2
3. Structure of the EYFS.....	2
4. Curriculum .....	3
5. Assessment .....	3
6. Working with parents .....	4
7. Safeguarding and welfare procedures.....	4
8. Safer Eating in EYFS .....	5
9. Monitoring arrangements.....	7
Appendix 1. List of statutory policies and procedures for the EYFS .....	8

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Reference to the Federation throughout this policy refers to Sundridge & Brasted CE Primary School, Kemsing Primary School and all staff and pupils within these school communities. Reference to 'school' refers to Sundridge & Brasted CE Primary School or Kemsing Primary School, whichever is appropriate.

**March 2024 updates are highlighted in yellow.**

## 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
- A close working partnership between staff and 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## 3. Structure of the EYFS

Sundridge & Brasted has a combined Reception and Year 1 class.

Kemsing, as a one form entry primary school, has a stand-alone Reception class.

# Early Years Foundation Stage (EYFS) Policy

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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 prime areas are strengthened and applied through 4 specific areas:

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

### 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff 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. 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.

### 4.2 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.

## 5. Assessment

Within 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 take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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')

# Early Years Foundation Stage (EYFS) Policy

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.

## 6. Working with parents and carers

We recognise that children learn and develop well when there is 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 is assigned 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.

## 7. Safeguarding and welfare procedures

We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

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 reception classes in maintained schools:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

For mixed classes in maintained schools and academies:

- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of drinking plenty of water and eating a healthy diet
- The importance of washing hands

The rest of our safeguarding and welfare procedures are outlined in the Federation's Child Protection Policy.

# Early Years Foundation Stage (EYFS) Policy

## 8. Safer Eating in Early Years Settings

### Background Information

A child dies in the UK every month from choking and hundreds more require hospital treatment. This statement has been written to incorporate the requirements of the Early Years Foundation Stage (EYFS) and guidance from the Eat Safe campaign launched in February 2024.

### 8.1 Safer Eating

Across the Federation we are aware that parents and carers place significant trust on school staff to care for and protect the safety of their children. This includes ensuring that children can enjoy meal and snack times safely. As part of our pre-enrolment conversations with pre-schools and parents we will continue to obtain information about dietary requirements, preferences and food allergies and any particular health requirements.

### 8.2 Food Preparation/Serving

EYFS settings must have an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary. There must be suitable facilities for the hygienic preparation of food for children.

At Kemsing, all kitchen staff are employed by the overarching catering company who have responsibility for ensuring that their staff have appropriate training which is updated as required. KCC carry out regular spot checks to ensure that all training and food preparation paperwork is correct.

At Sundridge & Brasted, school dinners are cooked off site (at Kemsing Primary) and delivered each day. Kitchen staff are employed by the overarching catering company who have responsibility for ensuring that their staff have appropriate training which is updated as required. KCC carry out regular spot checks to ensure that all training and food preparation paperwork is correct.

All meals across the Federation are served by adults who have appropriate training. It is the responsibility of the adult serving the food that each child receives a meal that meets any dietary requirements.

Within the classroom, food will be prepared in a clean environment and stored safely. It is the responsibility of classroom staff that pupils do not eat foods that are contrary to the dietary requirements of which we are aware and which have been discussed with parents.

### 8.3 The following steps are taken to reduce the risk of choking (taken from Food Safety, Gov UK):

- Stones and pips removed from fruit before serving
- Small round foods, e.g grapes, strawberries, cherry tomatoes, are cut lengthways and into quarters
- Small round foods, e.g. grapes, strawberries, cherry tomatoes, are cut lengthways and into quarters
- Large fruits such as melons and hard fruit or vegetables such raw apples and carrots are cut into slices and NOT small chunks
- Sausages are avoided due to their high salt content, but if offered to children they are cut into thin strips and NOT chunks and the skins are removed
- Bones are removed from meat or fish
- Whole nuts are NOT given to children under five years old
- Whole seeds are NOT given to children under five years old
- Cheese is cut into strips and NOT chunks
- Popcorn is NOT given as a snack

# Early Years Foundation Stage (EYFS) Policy

- Marshmallows or jelly cubes from a packet are NOT given either to eat or as part of messy play activities as they can get stuck in the throat
- Children are NOT given hard sweets.

## **8.4 The following steps will be taken when serving drinks (taken from Food Safety, Gov UK):**

- Only fresh tap water and plain milk are given to children to drink
- Fruit juice, smoothies, squash, fizzy drinks and flavoured milk are rarely offered as these drinks can fill children up so they are not hungry for healthier food
- When offering dairy alternatives to cow's milk we use unsweetened calcium-fortified, plant-based drinks
- We do NOT give children under 5 rice drinks, because of the level of arsenic they contain.

## **8.5 Staff Competency**

Settings must be confident that those responsible for preparing and handling food are competent to do so. In group provision, all staff involved in preparing and handling food have received training in food hygiene.

The EYFS requires that at least one person who has a current paediatric first aid certificate is always on the premises and available when children are present. However, we recognise that good practice is to ensure that multiple staff holding this qualification and are present during mealtimes.

We ensure that:

- there are clear records and scheduling to ensure that there is a paediatric first aider on premises
- all staff are aware of who the paediatric first aider is and where to find them
- the paediatric first aider(s) are in the immediate vicinity of children during mealtimes
- all staff supervising or providing food are familiar with paediatric first aid advice for children who are choking.

## **8.6 Safeguarding Mealtimes**

Ensuring that eating times and spaces in settings are designed with safety in mind can reduce the risk of serious harm through choking whilst eating.

Children in Reception will never be left alone when eating or drinking. Adults are aware of who is supervising the children who are eating. Ideally staff should sit with the children or walk around in close proximity during meal and snack times.

## **8.7 Incident Procedure**

Following the protocols in this policy will significantly reduce the risk of a child choking. However, despite preventative measures, it is still possible for children to choke and staff need to be prepared to intervene safely and quickly should it occur.

A first aid box will always be accessible in the school office and staff will know where it is located. If an incident occurs, staff will inform the senior leadership team (SLT), who will call for medical assistance if required.

Whenever a child experiences an actual or potential choking incident, it will be recorded appropriately and parents informed. The SLT will investigate the incident, considering how and why the child choked and what steps or lessons can be learnt from the incident. Records and protocols will be amended if deemed necessary.

# Early Years Foundation Stage (EYFS) Policy

## **9. Monitoring arrangements**

This policy will be reviewed and approved by the Executive Headteacher and the Early Years Leader every year.

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

# Early Years Foundation Stage (EYFS) Policy

## 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	Child Protection Policy
Procedure for responding to illness	Health & Safety Policy Supporting Children with Medical Needs Policy Children with Health Needs Who Cannot Attend School Policy First Aid Policy
Administering medicines policy	Supporting Children with Medical Needs Policy
Emergency evacuation procedure	Emergency Evacuation Plan
Procedure for checking the identity of visitors	Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	Child Protection Policy Children Missing Education Policy
Procedure for dealing with concerns and complaints	Complaints Policy