

Shireland Collegiate Academy Trust Policy

Early Years Foundation Stage Policy with E3L

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Officer Responsible	Nursery Managers

Contents

1. Aims	3
2. Legislation	3
3. Structure of the EYFS	3
4. Curriculum	3
4.1 Planning	4
4.2 Teaching	4
5. Assessment	5
6. Working with parents	5
7. Safeguarding and welfare procedures	6
8. Monitoring arrangements	6
Appendix 1. List of statutory policies and procedures for the EYFS	7

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 [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

First Steps Nursery & Pre-school operates Monday- Friday over 51 weeks of the year/ Tinywoods Pre School operates Monday – Friday over 39 weeks, closing for 1 week over the Christmas period for First Steps Nursery. Babies and Toddlers up to 2 years of age are in one room while children aged 2-5 years are in a separate area, for Tinywoods pre school there is two rooms at present one Bumblebee and the other Ladybirds. There is a separate kitchen area where the children are able to engage in cooking activities with age-appropriate resources as well as where the food is prepared for the children's meals during the day. Children are able to access First Steps Nursery and Tinywoods Pre School via government funding and fee paying places. Fee paying Parents/carers are charged a daily rate, while parents/carers whose children access via the funding pay fees to cover meals and additional extra-curricular workshops, experiences and resources. Formal planning will be completed and offered during term time only. During periods of half terms, staff will offer a range of opportunities to further develop interests and learning.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2025 statutory framework of the EYFS.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Through our E3L curriculum, we ensure that the EYFS educational programmes are translated into rich, sequenced and developmentally appropriate learning experiences that build children's knowledge, skills and understanding across all seven areas of learning and development.

Three 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

Our termly planning is provided by the Trust and our Early Years Foundation Stage Lead, Claire Keeler. We work closely with Shireland Technology Primary School to create an ambitious and quality plan. We provide all our children with a **range of rich and meaningful first-hand experiences** through our inspiring E3L themes; **Excite, Explore, Excel.**

Our children are given opportunities and experiences to engage in **“direct” learning and through the continuous provision both indoors and outdoors.**

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. Practitioners 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 Reception. To enable a more focussed curriculum for key groups of children, they are split into cohorts and teaching is adapted to suit the needs and understanding of the children within that specific group. Parents/carers are encouraged to understand teaching methods and to understand the meaning of ‘school readiness’ in accordance with their chosen school. Our Teaching & Learning Co-ordinator oversees the teaching methods used within the setting and works closely with staff to ensure they can adapt methods as necessary.

Staff attend regular training to enhance their knowledge and understanding of the changing curriculum and methods used within early years. We liaise with Sandwell Early Years Inclusion and QTS to ensure staff are kept up to date with relevant information and can seek support as necessary.

5. Assessment

At First Steps Nursery and Tinywoods Pre-school, ongoing assessment is an integral part of the 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. Practitioners also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' or '2-year-old check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. Information is gathered from parents/carers and health visitor where possible.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals.

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.

Their key worker completes termly Progress Checks for each child and areas of development are rated to show development and progress. This information is collated by nursery management and evaluated to gain findings on overall development within the setting. Specific groups are evaluated to identify gaps in learning and identify how gaps can be narrowed. Specific groups include:

- Boys (this is also divided into age groups)
- Girls (this is also divided into age groups)
- EAL
- SEND
- ELT
- EYFE
- Pupil Premium

Data will be collated for each key group to identify how key workers can work even more closely with specific children and narrow gaps further.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners 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 upon induction 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. Upon the initial induction, an 'All About Me' form is completed to gather as much information on the child prior to their start date so that the key person can plan for their first day i.e. dietary requirements/ medical needs. Parents are expected to complete information forms as part of the registration/ induction process, including 'What I Can Do' form. This is to ensure that the key person has a brief idea of what the child can do prior to starting at nursery so they can then observe for 2 weeks before completing their Baseline Summary.

Parents/carers are given password protected access to their child's Famly account which enables them to upload observations/ interests from home as well as view learning that has taken place within the setting.

We hold regular events throughout the year to improve our parent relationships. Events may include: Mothers/ Fathers / Grandparent Events, Religious Celebrations, Sports Day. Questionnaires are sent out to parents on a termly basis to gain feedback to seek information on how we could improve our overall service.

At First Steps Nursery and Tinywoods Pre School, we are committed to fostering strong, transparent partnerships with our families. As part of this commitment, we use the Famly app as a key communication tool with our Early Years foundation stage (EYFS provision).

The Famly app allows us to share daily updates, observations, photos and key events in real-time, giving families a window into their child's day and progress. It also supports two-way communication between staff and parents/carers, enabling quick and secure exchanges of information, feedback and queries throughout the day.

This digital platform helps strengthen the home-setting link, ensuring families are informed, involved, and able to support their child's development, with greater confidence and continuity.

7. Safeguarding and welfare procedures

We meet the safeguarding and welfare requirements set out in the current EYFS statutory framework and ensure that children's safety, health and wellbeing remain central to our provision. Our procedures for child protection, safer recruitment, staff suitability, managing allegations, whistleblowing, child absence, intimate care, administering medicines, accidents, illness, safer eating, supervision, staffing ratios and emergency arrangements are detailed in our related Trust and setting policies or procedures. All staff are expected to understand and follow these procedures, receive appropriate safeguarding training and act promptly where there are concerns about a child's welfare.

8. Monitoring arrangements

This policy will be reviewed and approved by Kamaljit Koasha and Heather Wilkinson, Nursery Manager on an annual basis.

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

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Child Protection and Safeguarding policy
Procedure for responding to illness	Health and Safety policy
Child Absence Procedure	Attendance policy
Administering medicines policy	Administering Medication policy
Emergency evacuation procedure	Health and Safety policy
Procedure for checking the identity of visitors	Child Protection and Safeguarding policy
Procedures for a parent failing to collect a child and for missing children	Child Protection and Safeguarding policy
Procedure for dealing with concerns and complaints	Complaints policy