

# Austwick CE (VA) Primary School and Nursery

## Early Years Foundation Stage Policy

### **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**

Our Early Years Setting consists of Reception and Nursery children. They are taught in a mixed Reception and Nursery, Year one and two class. The class size is generally around 15 by the end of each academic year. With the addition of 12 Key Stage One pupils.

### **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 interconnected. However, 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.

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 curriculum. Adult led activities are planned and delivered to meet the intended learning outcomes identified on progression mapping documents. 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**

At Austwick CE Primary 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. Staff also take into account observations shared by parents and/or carers. All children are formally assessed half termly in Maths following White Rose based assessments and Phonics using Little Wandle Assessments. Although it is noted in both of these subjects ongoing assessment is used to ensure that 'keep up' intervention can be provided as necessary. The other areas of the curriculum, which include: Understanding the Word, Personal, Social and Emotional Development, Expressive Arts and Design, Physical Development and Communication and Language are all assessed continuously through staff observation.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). Within the first 6 weeks of starting Nursery, we also complete an ongoing Baseline Assessment to see where the children are at and what experiences they have arrived with.

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 Birth to 5 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**

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.

The class teacher is responsible for ensuring that their learning and care is tailored to meet their needs. The class teacher supports parents and/or carers in guiding their child's development at home. The class teacher and SENCo also helps families to engage with more specialist support, if appropriate.

## **7. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general. In the early years, our PSHE curriculum includes talking about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of a healthy diet
- The importance of exercise
- The importance of sleep
- Mental well being

The rest of our safeguarding and welfare procedures are outlined in Austwick CE School safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Maisie Thistlethwaite (EYFS Leader) and Beth McHardy (Headteacher) every 12 Months.

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

*Appendix A*

### **Austwick C. of E. (VA) Primary School and Nursery**

#### **EYFS Nutrition Policy**

##### **Purpose**

This policy ensures that all Reception children receive healthy, balanced, and nutritious meals and snacks in line with the EYFS statutory framework and the Department for Education's nutrition guidance.

##### **Principles**

- Meals, snacks, and drinks provided must be healthy, balanced, and nutritious.
- Food provision should promote positive eating habits and support children's growth and development.
- All dietary requirements, allergies, and cultural preferences must be respected.

##### **Food and Drink Guidelines**

**Drinks:** Only fresh tap water and plain milk (whole or semi-skimmed) will be offered. Sugary drinks, fruit juice, squash, and smoothies are not permitted.

**Meals and Snacks:** Include foods from the 4 main food groups: fruit and vegetables; starchy carbohydrates; dairy or fortified alternatives; protein. Avoid foods high in sugar, salt, and saturated fat.

**Snacks:** Healthy options only (e.g., fruit, vegetable sticks, plain crackers).

**Celebrations:** Non-food alternatives encouraged (e.g., stickers, bubbles). If food is brought in, it must meet healthy guidelines and be checked for allergens.

### **Menu Planning**

Weekly menus will be planned to ensure variety and balance. Menus will be shared with parents and include allergen information. Seasonal produce will be used where possible.

### **Special Dietary Needs**

All allergies and intolerances will be recorded and managed according to individual care plans. Substitutions will be provided for children with medical, cultural, or religious dietary requirements.

### **Partnership with Parents**

Parents will be informed about the setting's food provision and guidelines. Packed lunches (if permitted) must align with the healthy eating policy.

### **Food Safety**

All food will be prepared and served in line with Food Standards Agency guidance to prevent choking and contamination.

### **Monitoring**

This policy will be reviewed annually alongside the EYFS Policy.

## **Appendix: EYFS Nutrition Guidance Key Takeaways**

### **Guidance for Children Aged 1 to 5 Years**

- Make sure children eat a balanced diet covering the 4 main food groups.
- Avoid foods and drinks high in salt, sugar and saturated fat.
- Milk and water are the only drinks you should offer.
- Children should eat a variety of fruit and vegetables to access different vitamins and nutrients.

### **Menu Planning**

- Menus for children should be planned carefully. Menus should consider the nutritional value and include a variety of foods.
- When creating menus, you should include substitutions for children with special dietary requirements.

### **Cost-Effective Healthy Food**

- Having a clear meal plan and cooking from scratch using affordable ingredients can save time, reduce costs, and ensure healthier meals.
- Opting for value brands and seasonal produce can lower costs without compromising nutritional value.
- Involving children in cooking activities fosters positive food relationships and can be both educational and fun.

### **Meeting the Needs of All Children**

- Make sure all staff are aware of each child's allergies.
- Clearly label foods with their ingredients and store allergen-containing foods separately.
- Avoid cross-contamination and have allergy action plans in place.

**Austwick C. of E. (VA) Primary School**

**Tapestry Online Learning Journal Policy**

At Austwick C. of E. (VA) Primary School, we use Tapestry as a secure online learning journal to record children's experiences, learning, and development within the Early Years Foundation Stage (EYFS).

**Aims**

- Create a detailed record of learning.
- Support EYFS assessment.
- Strengthen communication with parents.
- Ensure GDPR-compliant data handling.

**Access and Permissions**

Activation emails will be sent to parents or carers which will enable them to have access to the information that is posted on Tapestry about their child, or whole class information that is posted to their child's profile, for example, a group photograph (anonymised where necessary)

**Procedures**

Tapestry supports learning without replacing face-to-face interaction. Teachers in the Early Years Foundation Stage will post on pupil profiles to evidence and showcase the learning taking place for all areas of the EYFS curriculum framework. However, this will be limited to new learning which is significant for each individual child or specific pieces of work which children are proud of and want to share with their parents or carers.

A child's Learning Journal is a document recording their achievements and development, and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home. Tapestry is not used as a general communication tool between home and school. Parents may contact the school through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Observations input into the Tapestry system are validated by the child's Class Teacher before being added to the child's Learning Journal. Staff will take photographs of individuals and groups of children accessing the provision and learning throughout the week. Teachers will then post on Tapestry a round-up of the weekly learning, including the photographs taken by staff. A minimum of one observation every three weeks will be added to each child's Learning Journal. Observations will consist of a photograph or video with a description of the learning that took place, and, where appropriate, next steps in a child's learning. All photographs taken of children are uploaded to Tapestry immediately, or are stored securely on the password protected iPad before being uploaded within 1 week. Photographs will be deleted from iPads within one week of being uploaded to Tapestry.

**Safe Use Agreement**

- Staff should log out of the Tapestry app/programme when they have finished in order to maintain confidentiality.
- Staff must not share log-in or password details with anyone not employed by Austwick CE Primary School.

- Staff should not share any information or photographs relating to children with any person not employed by Austwick CE Primary School
- Staff will take all responsible steps to ensure the safe keeping of any portable devices. E.g. iPad or tablet that they are using, and report any missing devices.
- All entries on Tapestry must be appropriate and relevant.
- All entries on Tapestry remain the property of Austwick CE Primary School
- At all times, staff must comply with the Child Protection /Safeguarding policies of the school and Internet Safety policies.

**Note** – *Should we find parents/carers using Tapestry inappropriately their access may be terminated.*

**Related policies**

- Child Protection and Safeguarding Policy
- Use of Photographic Images
- Teaching and Learning Policy
- Staff Code of Conduct
- Internet Safety Policy

**Date:** February 2026

**Review Date:** January 2027