



Minerva
Learning Trust



Early Years Foundation Stage Policy

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1. Purpose

At Barrow Hill Primary Academy, we recognise and value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

2. Aims

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy, we will provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parent/carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

3. Links to other documents

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2024'
- DfE (2023) 'Working Together to Safeguard Children 2023'

This policy also operates in conjunction with the following policies:

- School Child Protection and Safeguarding Policy
- Trust Complaints Procedures Policy
- School Special Educational Needs and Disabilities (SEND) Policy
- School Online Safety Policy
- School Health and Safety Policy
- Trust Data Protection Policy
- Intimate Care Policy

4. Important Contacts

Below are the relevant EYFS staff contact details for Barrow Hill Primary Academy

Role/Organisation	Name	Contact details
Headteacher	David Smith	dsmith@barrowhill-mlt.co.uk
Early Years Lead	Sophie Cooper	scooper@barrowhill-mlt.co.uk

5. Roles and responsibilities

The Local Governing Body will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the 'Early years foundation stage (EYFS) statutory framework' in line with statutory requirements.

The Headteacher will be responsible for:

- Acting in accordance with the 'Headteachers' standards and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parent/carers are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Monitor the quality, impact and availability of support from external agencies.
- Create a culture that realises the importance of developing and maintaining effective parent/carer relationships in the early development of children.

The EYFS lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.

- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parent/carers, colleagues, the governing board and the local community.
- Ensuring parent/carers are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.
- Reporting to Governors and the Head Teacher when required.

The key person will be responsible for:

- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents/carers.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for children and their parents/carers.

All teaching staff will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of the DfE's current 'Early years foundation stage (EYFS) statutory framework' and the requirements therein. The DfE's current 'Early Years Foundation stage profile handbook'
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

6. Learning and development

In partnership with parents/carers, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.

Curriculum planning

Provision and practice within the early years will be centred around the requirements of the DfE's 'Early years foundation stage statutory framework'.

The EYFS framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas'.

Prime areas – defined as the areas that are particularly important for building curiosity and enthusiasm for learning, forming relationships, and thriving:

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

Specific areas – defined as the areas through which the prime areas are strengthened and applied:

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

The school will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

We believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

The school follow White Rose Maths when teaching mathematics. This is a scheme that has a mastery approach to teaching Maths. This includes a belief that all children are capable of understanding and doing mathematics, given sufficient time. We believe in fostering a 'can do' attitude so that all children can achieve in and enjoy mathematics. We are delivering a mastery curriculum where mathematical concepts, key ideas and the building blocks to achieve these are important for everyone.

The school also use the Jigsaw Programme to support with the teaching of Personal, Social, Health Education.

When planning the early years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.
- If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parent/carers and agree on how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Year 1.

When organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, **having regard to the three characteristics of effective teaching and learning in the EYFS:**

- Playing and exploring
- Active learning
- Creating and thinking critically

Each child will be assigned a key person who will help to ensure their learning and care is tailored to meet their individual needs.

7. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Progress check at age two – a short written summary of children’s development in the prime areas.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.

The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child’s knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and readiness for Year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact with and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child.

Parent/carers will be kept up-to-date with their child’s progress and development, and the EYFS lead will address any learning and development needs in partnership with parent/carers.

Class Dojo is used to share progress and development with parents and carers, as well as regular parent’s meetings after a child’s focus week.

The school will ensure that teachers actively engage children, their parents/carers and other adults who have significant interaction with specific children in the assessment processes to provide a well-rounded picture of their development and attainment.

When undertaking assessment activities, all staff members will have due regard to the school’s Early Years Assessment Policy, any advice from the LA, and the ‘Early Years Foundation Stage Profile Handbook’ and the ‘Assessment and Reporting Arrangements (ARA) for that year.

Children take part in half termly Little Wandle phonics assessments to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.

8. Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

The EYFS curriculum will be planned to meet the needs of the individual child and support them at their own pace.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible.

9. The Learning Environment

The school recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development. The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole-class learning, with interactive displays and easily accessible resources utilised to encourage independence.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas.

An outdoor and indoor area allowing for learning in all areas of development. The children choose where to go and what to do during continuous provision – they initiate their own learning and adults join them and support them in their pursuits.

In order to support genuine choice, we have a workshop style environment setup in the classroom. In all areas, the resources are available and accessible to the children at all times, but nothing is set out. The areas are clear, stocked and tidy at the start of the day, the tables and carpet areas are free of equipment but the resources are available next to these areas.

This allows the children to be in control of their learning. They are able to select the area in which to play, the resources to use in that area and what to do with them. Their choices are limited by the areas and resources available and it is therefore crucial to have appropriate areas with varied, high quality, open-ended resources. It is also vital that the areas are well stocked, tidy, clearly labelled (with picture or picture and word) or shadowed and arranged to allow optimum access and learning opportunities.

The resources (as well as the areas) are assessed and reviewed constantly with changes made as necessary. We provide mark making equipment in all areas.

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

10. Safeguarding and Welfare

The school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

Child protection

Staff will be alert to any issues of concern in the child's life at home or elsewhere. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy.

11. Staffing

Suitable people

The school will:

- Ensure that people looking after children are suitable, have the relevant qualifications, and training and have passed any required checks to fulfil their roles. This also applies to any person who may have regular contact with children.

12. Qualifications, training, support and skills

The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- All staff are trained to:
- Identify signs of possible abuse and neglect at the earliest opportunity, and respond in a timely and appropriate way.
- Understand the school's safeguarding policy and procedures.
- Ensure they have up-to-date knowledge of safeguarding issues.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improve.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompany them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- PFA training is renewed every three years and is relevant for people caring for young children.
- All staff who have obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3.
- It displays, or makes available to parent/carers, staff PFA certificates or a list of staff who have a current PFA certificate.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or well-being of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

Staff : Child ratios

The school is aware that there are a range of contextual factors that will affect staff. Child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- At least half of the staff hold at least an approved level 2 qualification.
- To count within the ratios at level 3, staff holding an Early Years Educator qualification will also have achieved a suitable level 2 qualification in English.

- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met.
- They inform parent/carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions.
- Children are always within sight and hearing of a member of staff. (This includes whilst children are eating)
- Suitable students on long-term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over, may be included in the ratios at the level below their level of study if the provider is satisfied that they are competent and responsible.

The school will adopt the following staffing ratios:

For children aged three and over:

In maintained nursery schools and nursery classes in maintained schools:

- There will be at least one member of staff for every 13 children.
- At least one member of staff will be a school teacher, as defined by section 122 of the Education Act 2002.
- At least one other member of staff will hold an approved level 3 qualification.

For children in Reception classes:

- Class sizes will be limited to 30 children per school teacher, as per infant class size legislation.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parent/carers will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

13. Health

The school will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents/carers for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which include systems for obtaining information about a child's medicinal needs and keeping this information up to date. (See Trust Health and Safety Policy)

- Ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge.

Food and drink

The school will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Obtain information about a child's special dietary requirements, preferences, food allergies and any special health requirements prior to them attending the setting.
- Ensure that fresh drinking water is always available and accessible to children.
- Record and act on information from parent/carers about a child's dietary needs.
- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.
- Ensure there are suitable facilities for the hygienic preparation of food for children, including, where necessary, suitable sterilisation equipment for babies' food.
- Ensure that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive training in food and hygiene.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, that failure to do constitutes an offence.

Intimate Care

The school will adhere to all guidelines set out within the Intimate Care Policy when providing intimate care for EYFS pupils.

14. Supporting and understanding children's behaviour

The school will:

- Take full responsibility for supporting, understanding, and appropriately managing children's behaviour.
- Follow the Behaviour Policy.
- Follow the SEND Policy. The school SENDCo is to have strategic oversight of the SEND provision within the school.
- Keep a record of any occasion where physical intervention is used and inform parent/carers on the same day, or as soon as is reasonably practicable.

Note: Physical intervention is defined in the EYFS framework as practitioners using reasonable force to prevent children from injuring themselves or others or damaging property.

15. Safety and suitability of premises, environment and equipment

The school will adhere to all aspects of health and safety; as set out in the school's Health and Safety Policy.

Accident or injury

The school will:

- Ensure that there is a first aid box containing appropriate items for use with children which is always accessible. This is located in the changing room.
- Keep a written record of any accidents, injuries and first aid treatment. This is recorded on Meditracker.
- Inform parent/carers of any accident or injury involving a child and inform parent/carers on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken as soon as is reasonably practicable, but at least within 14 days of the incident occurring – note, failure to do constitutes an offence.
- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given by these agencies.

Safety of premises

The school will:

- Ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.
- Comply with health and safety legislation, including fire safety and hygiene requirements.
- Have an emergency evacuation procedure.
- Take reasonable steps to ensure the safety of children and others on the premises in the event of an emergency.
- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are identifiable and that fire doors are free from obstruction and easily opened from the inside.

Premises and equipment

The school will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework.
- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Ensure there are an adequate number of toilets and hand basins available for children. There will be separate toilet facilities for adults.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies. These will be located near the location.
- Ensure there are adequate available spare clothes and any other necessary items.
- Ensure there is an area where staff may talk to parent/carers confidentially.
- Only release children into the care of individuals who have been notified to the provider by the parent/carer and ensure that children do not leave the premises unsupervised.

Risk assessment

The school will:

- Take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.
- Determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parent/carers or inspectors.

Outings

The school will:

- Keep children safe on outings.
- Assess the risks or hazards which may arise and identify the steps to be taken to remove, minimise and manage them. Providers should make a judgement about whether the risk assessment needs to be in writing or not.
- Ensure that adult-to-child ratios are considered in any risk assessment.

16. Information and records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the Data Protection Policy.

The school will:

- Maintain records and obtain and share information, as appropriate, to ensure the safe and efficient management of the setting and ensure the needs of all children are met.
- Enable a regular two-way flow of information with parent/carers and between providers in cases where more than one setting is attended.
- Consider incorporating parent/carers' comments into children's records, if requested.
- Ensure that records are easily accessible and available.
- Ensure that confidential information and records about staff and children are held securely and only accessible and available to those with the right or professional need.
- Be aware of their responsibilities under data protection legislation and, where relevant, the Freedom of Information Act 2000.
- Ensure that staff understand their responsibility to protect and respect the privacy of children and the legal requirements requiring confidentiality of information and records.
- Allow parent/carers access to all records about their child, in accordance with the Data Protection Act 2018.
- Retain records relating to individual children for a reasonable amount of time after they have left the setting.

17. Parent/carer involvement

We firmly believe that the EYFS cannot function without the enduring support of parent/carers.

Parent/carers will be invited to termly parent/carers' evenings; however, the school has an open-door policy and parent/carers are welcome to talk to teachers at the start and end of the school day.

Parent/carers will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parent/carers will be asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

Parents and carers are encouraged to listen to their child read on a regular basis, using our Collins eBook subscription, and are provided with regular updates on Class Dojo.

18. Transition

Transition into nursery

Children will be invited for a visit to the Nursery with their parent or carer and a home visit will be completed by the Early Years staff before a start date is given. The child will then be invited to attend school for a number of shorter transition visits before beginning Nursery full time.

Transition into Reception

Children who are new to the Reception will be invited for a visit to the Reception with their parent or carer and a home visit will be completed by the Early Years staff before the end of the summer term. The child will then be invited to attend school for a number of transition visits before beginning Reception full time.

During the first term of reception:

Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment.

- As far as possible, Reception classes will follow the same routine as nursery (if the school has a nursery) for the whole first term.

- A parent/carers' evening will be held to provide parent/carers with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.
- Throughout the year, parents/carers will be encouraged to share any information, concerns or successes with staff.

Transition into KS1

Children will be visited by their teacher in their classrooms and will have opportunities throughout the year to see their next classroom. Children will participate in transition days, where they will spend time with their new teacher and class in their new classrooms. Some children will take home transition books including these details during the summer holidays to prepare them for September.

The EYFS profile will be completed for each child and submitted to the LA no later than 30 June.

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the summer term, prior to entry into Year 1, reception children will:

Prior to the children entering Year 1:

- Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent/carers consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Children will continue to be assessed on the EYFS profile, if appropriate.

- Consideration will be given to the links between the seven areas of learning in the EYFS and the national curriculum subjects. The more formal teaching of Year 1 will be introduced gradually.

19. Monitoring and review

This policy will be reviewed annually by the governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is September 2026.

19. Equality Impact Assessment

The Trust will carry out an Equality Impact Assessment in order to ensure that policies, procedures and practices cater for individuals who share protected characteristics in relation to the Equality Act 2010. The purpose of these assessments is to ensure that policies, procedures and practices within the organisation are fair to all. If unfairness is highlighted, the assessment will also seek to show how this can be changed and, where it can't be changed, how it can be improved.

The Trust will monitor the impact of the policy to assess whether there is evidence of a detrimental impact on anyone with a protected characteristic as a result of the application of this policy. The assessment will include consideration of adaptations or changes which can be made to address any issues identified.