

Newham Community Learning: EYFS - Early Years Foundation Stage Policy

Includes 2 year old provision at Portway Primary School

Last updated: September 2025

Applies to: Newham Community Learning - Primaries

Approved by: Trust Board, September 2025

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1. Overview of the Policy Management Process

1.1. Document history

Date	Revision	Version number (substantive revisions are allocated a new whole number; minor revisions are designated by the addition of a consecutive decimal point)
March 2021	EYFS Policy reviewed and updated to include 2 year old provision	v1.0
Nov 2022	Reviewed, updated and released as a Newham Community Learning Policy Reviewed and annotated accordingly by both Portway and Selwyn - approved by the Deputy CEO of the Trust	v.2.0
September 2025	Headings updated for clarity to improve readability. Policy content updated to reflect the 2025 EYFS statutory framework. Session times and top-up fees updated to reflect current operational arrangements. Staff ratios adjusted to align with EYFS requirements. Key person approach revised. Indoor space requirements updated to meet statutory guidance and support learning environments. Toilet and intimate care procedures updated to ensure safeguarding and hygiene standards. Wording changed to “families” where appropriate to emphasise inclusivity and partnership.	v.3.0

1.2. Review and approval

The Policy applies to the primary schools in the Trust. It is reviewed by the Executive Team (and/or their delegates) and is then presented to the Trust Board for approval (via a relevant board committee if appropriate).

It is reviewed in line with the Trust Policy Review Schedule.

2. Newham Community Learning - EYFS Policy

2.1. Introduction and purpose

The Early Years Foundation Stage (EYFS) provides the initial and vital building blocks that will essentially contribute towards the rest of their education and onwards into adulthood. The framework supports children's learning, development and welfare.

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.' (Statutory Framework for the Early Years Foundation Stage, 2025)

2.2. Aims

In the Early Years setting across Newham Community Learning, we believe that all children are entitled to the best possible start in their school life. We aim to support each child's learning, development and welfare needs by:

- Providing a safe and secure environment where children feel happy to come to school and feel looked after by all adults.
- Providing a stimulating and interactive environment that will develop children's confidence, independence and encourages them to become active learners.
- Recognising that all children are unique and that all learning is personalised and catered according to the child's needs.
- Nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Understanding and valuing the importance of the role that play has in children's learning and development.
- All adults modelling and encouraging children to express and communicate their needs and feelings in appropriate ways.
- Providing learning opportunities for a range of skills and areas both inside and outside that reflect children's interests and which encourages the development of a natural desire to learn.
- Celebrating and valuing similarities and differences within the setting and the wider community.
- Providing children with stimulating experiences which build upon and extend their existing knowledge and understanding.

We have agreed to adopt the principles from the Early Years Foundation Stage Curriculum.

2.3. How our work is organised and planned

2.3.1. Admission, induction and entry arrangements, including the age of admission and transfer

Arrangements for admission are:

- Families are encouraged to apply for a place for their child by their second birthday for 2YO Pre-school; by their third birthday for 3YO Pre-school and the year they turn five for Reception. Specific local arrangements are in place.
- Initially places are offered to children 1 term after their birthday for their respective year group.
- Application forms for admission are available via the school website
- Reception admissions should be made using the London Borough of Newham's e-admissions website.
- Newham Community Learning has adopted the Admissions Policy of the London Borough of Newham.

2.3.2. Session times

All EYFS aged children must be accompanied to their EYFS entry door by an adult. Children are only released at the end of the session/day to a known adult who is listed on the contact list.

2YO sessions:

Mornings – 8:30-11:30 am

Afternoons – 12:10-3:10 pm

3YO sessions:

Portway

Mornings – 8:30-11:30 am

Afternoons – 12:10-3:10 pm

Full time - 8:30-3:10 pm

Selwyn

Mornings – 8:30-11:30 am

Afternoons – 12:15-15:15 pm

Full time - 8:30-15:15pm

2.3.3. Top Up and Fees

NCL offers a number of possibilities for families in addition to the government's 15 hour free childcare initiative. We are offering families the opportunity to 'top up' which extends attendance from 15 to 35 hours per week.

Pre-school 2 Year Olds:

Top up from 15 to 35 hours per week: £177

Non Government funded places (15 Hours per week) £132.75

Pre School 3 Year Olds:

Top up from 15 to 35 hours per week: £121.80

Non Government funded places (15 Hours per week) £91.35

30 hours non funded place per week: £213.15

Costs may rise in subsequent years in line with inflation.

2.3.4. Food options

Across our trust, our schools are part of a Free Fruit and Vegetable Scheme. All EYFS children are offered fruit during the day and have access to water throughout the day. All children under 5 have access to milk during their session.

The 2YO and 3YO Pre-School children with a full time place bring in a packed lunch from home. Advice on contents is available from staff or the school. As we are healthy schools, we ask families to support the schools by ensuring that their children have a healthy, balanced meal. Crisps, cakes, biscuits, sweets and fizzy drinks are not allowed. Reception children are entitled to a free healthy school lunch or can choose to bring in a healthy packed lunch from home.

2.3.5. Whole school activities

Children have access to the PE equipment, computers, school gardens and cooking facilities.

2.3.6. Information for families

The following information is provided for families:

Before admission in EYFS

The school website provides a host of information for families who are interested in applying for a place at our school. Families have a meeting with a member of the EYFS team as part of the admissions process.

All children and their families can have the opportunity to meet with a member of the EYFS staff team before beginning in EYFS. The aim of this is to establish links between home and school, to familiarise the child and their families with the staff that will be working with them and to collect some key information about the child that will aid the process of the child settling into school. Information on emergency contacts and medical conditions is collected for each child and regularly updated. Local arrangements are in place to ensure that all children are familiarised with the new setting prior to their agreed start date.

After admission

Families are encouraged to participate in educational visits within the community and to share their skills and interests with the children.

Families are encouraged to attend ongoing training classes to support their children's learning at home. Families are also invited to our settings to discuss and share their child's learning.

Families whose children will be attending our reception classes or will be moving onto Year One are invited to a transition meeting towards the end of the academic year. For children who are new to our school, families and the child are invited to meet with the teacher and for a tour around the early years setting. Our settings ensure that parents feel involved and that they are well supported to help their young children.

Summative report

During the academic year, all families are given a summative report of their child's progress and achievement. In Pre-school this covers the prime areas of learning and development, as well as the three 'Characteristics of Effective Learning' (Please refer to section 3 for more information about the EYFS curriculum). In Nursery and Reception this covers all seven areas of learning as laid out in the EYFS framework and the 'Characteristics of Effective Learning'. Arrangements are in place to ensure that dialogue between the nursery and the child's parents is facilitated.

Transitions

Children transitioning from 2YO pre-school to 3YO pre-school, from 3YO pre-school to 4YO reception or Reception to Year one, are taken to visit the new classroom in the half term before their transition so that they can become familiar with the new setting. For children who will be starting their nursery education at another school, children's learning is sent to their new school and the school is contacted to share any other information about the child.

2.3.7. Health and safety procedures followed by the EYFS staff

"Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them"
(Statutory Framework for the Early Years Foundation Stage, 2025)

There are a number of procedures and protocols that all staff working in the EYFS follow as a part of their daily practice. These include the following:

- Families are encouraged to bring children to class within a fifteen minute timeframe to diminish risk of ratio being reduced with staff greeting families at the door.
- Children are supervised at all times of the day and in all locations of the school. During break and lunchtime, staff ensure doors are closed to ensure children can be adequately supervised. While children are eating at lunchtime, they are within sight and hearing of an adult at all times.
- Hand to hand collection procedures are enforced when an EYFS staff member is handing over a child to a named adult at hometime. This adult should have the child's full attention and should not be on the phone at time of collection. This procedure is displayed on the classroom entrance/exit door.
- In EYFS 'Password Collection' can be put in place in case of emergencies: the individual, who has been given permission by the family, to collect the child must share the password with the member of the EYFS team before the child is released into their care. Should a password be required, families should notify the office and this should be communicated to staff by telephone or in person.
- Children are dismissed one family at a time with one staff member positioned at the gate and one member of staff at the inner door, which should remain closed at all times between dismissal of children. All other staff in ratio should support the children preparing to leave.
- At all times of the day, including during dismissal time there is the required ratio of staff to children based on the EYFS Framework guidance for that age range.
- An EYFS member of staff is a part of the 'Safeguarding Team'.

- 'Changing Procedures' are displayed in the pre-school changing room and in the reception toilets. Toileting and first aid to be considered for ratio. EYFS staff consistently liaise with SLT and seek support if necessary.
- MedicalTracker is used for the paediatric trained first aider to record an account of the minor accident and medical procedures administered. This information is shared with the family.
- 'Daily Risk Assessment Checklist' carried out for all areas inside and outside the EYFS setting, including extreme weather conditions.
- Follow the 'Evacuation Procedure' in the event of a fire or any other emergency which is displayed in the foyer area of the nursery building and in the reception classes.
- Record and display the number of children that have attended the morning and then the afternoon session during 'Registration Time' in nursery and reception on the designated board.
- Completing 'Risk Assessment' prior to going on an educational visit (refer to the educational visit policy for more information).
- Pre-placement interview and induction for all students and volunteers who will be working in the EYFS setting. Recording their DBS number and a photocopy of photographic evidence (e.g. passport) is carried out by the school's office staff and stored by the School Business Manager.
- All staff members wear a green coloured lanyard which is attached to an identification card. Long-term students and volunteers wear a blue coloured lanyard which is attached to a badge stating the person whom they are working with and the class.

2.4. Early Years Foundation Stage curriculum

2.4.1. How we teach the EYFS Statutory Framework

Teaching in the EYFS setting across Newham Community Learning is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (2025).

There are four guiding principles which our shape practices in early years. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and families.
- Importance of learning and development. Children develop and learn at different rates.

There are seven areas of learning and development that set out what providers must teach the children in their settings. All areas of learning and development are important and inter-connected.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the prime areas:

- Personal, Social and Emotional Development (PSED)
- Communication & Language (CL)
- Physical Development (PD)

The EYFS staff supports activities through four specific areas which develop the three prime areas, and ignite children's curiosity and enthusiasm. These are:

- Literacy (L)
- Mathematics (M)
- Understanding The World (UTW)
- Expressive Arts and Design (EAD)

Our curriculum framework covers the seven areas of learning and experience:

Communication and Language (CL) involves the development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively

Physical Development (PD) involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development (PSED) involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy (L) development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Mathematics (M) involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers; calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

Understanding the World (UTW) involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design (EAD) involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Equally the EYFS staff reflect on the three 'characteristics of effective teaching and learning' (different ways that children learn) and incorporate these into their practice (i.e., planning, observations, assessment and guiding children's activities). These are as follows:

- *Playing and Exploring* - children are encouraged to explore and experience things and 'have a go'.

- *Active Learning* - children keep on trying if they come across difficulties and enjoy achievement.
- *Creating and thinking critically* - children have and develop their own ideas, make links between ideas and approaches for doing things.

2.4.2. Planning and delivering our EYFS curriculum

Our curriculum is planned through a series of themes and topics, each of which offer experiences in all seven areas. Our planning covers themes and core aspects such as book experience, outside play activities, free exploration of natural materials and opportunities for writing. Teachers, early years practitioners and teaching assistants discuss together to provide a linked series of activities over each term, week and day.

We plan a mixture of adult led, guided and child led activities. We use our observations to plan activities that are child initiated and child led. We understand the importance of planning from the children's own interests and use our observations to enable us to do so.

All of the children have a free choice of activities during the session as well as time spent completing a directed task with a member of staff. This free programme gradually increases to a higher percentage of directed activities as children get older and more mature, so that as they approach transfer to 3YO, Reception or Year One, they are prepared for the transition.

'Next Steps' activities are planned for children according to: their individual needs; the needs of the group; the needs for the whole class. Below are some examples of how the EYFS setting has embedded 'Next Steps' within their daily and ongoing practice.

- Evaluation of the weekly planning determines the 'Next Step' for the whole class and for different ability groups.
- Comments made in the children's books and recordings.
- Plenary of the session.
- Verbal feedback during focused activities and child-initiated learning.
- General 'Next Step' will be determined according to the skills that the children need to improve upon.

2.5. Resources

2.5.1. Staffing

The EYFS classes are staffed with qualified teachers, qualified early years practitioners, and teaching assistants. Each member of staff is a key-person to a small group of children. All staff meet with the class teacher regularly regarding progress of their key children and sit down for a review of progress every term. All staff members have been given a series of daily responsibilities to ensure safe and effective practice.

To ensure that the needs of all children in the EYFS provision are met, the staff in the Early Years have access to the following specialists within the whole school staff team:

- Inclusion (Special Education Needs and English as an Additional Language) support
- Subject Leaders

- Qualified paediatric first aiders
- Speech and Language Specialist
- Occupational Therapist

2.5.2. Staff Ratios

The ratio and qualification requirements below apply to the total number of staff available to work directly with children. Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.

For aged two and over:

- there must be at least one member of staff for every five children
- at least one member of staff must hold a full and relevant level 3 qualification
- at least half of all other staff must hold a full and relevant level 2 qualification

For children aged three and over in registered early years provision, at any time where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status is working directly with children:

- There must be at least one member of staff for every 13 children.
- At least one other member of staff must hold an approved level 3 qualification

For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, or Early Years Teacher Status is not working directly with children:

- There must be at least one member of staff for every eight children.
- at least one other member of staff must hold an approved level 3 qualification

For Reception aged children:

- Reception classes in maintained schools and academies are subject to infant class size legislation.
- The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher

2.5.3. Key Person

At Portway, every child will be assigned a key person. The key person is responsible for ensuring that each child's care is tailored to their individual needs. They support the child in becoming familiar with the setting, provide a secure and consistent relationship, and foster a positive partnership with families. Additionally, the key person will guide families to access specialist support where appropriate. At Selwyn, we manage these aspects of our children's care in our settings in a similar manner, but without a designated key person.

2.5.4. Indoor space requirements

The premises and equipment will be organised to meet the needs of all children. Where indoor activity in a building forms the main part of, or is integral to, the provision, the following minimum indoor space requirements will be applied:

- Children under two years: 3.5 m² per child

- Two-year-olds: 2.5 m² per child
- Children aged three to five years: 2.3 m² per child

2.5.5. Toilets and Intimate Care

We have an intimate care policy. We ensure that:

- There are enough toilets and hand basins for children, with separate facilities for adults where possible.
- Children in nappies have access to suitable, hygienic changing facilities.
- Children's privacy is respected while we balance safeguarding and support needs during toileting and nappy changes.

2.5.6. Budget

The budget for EYFS is held by the budget holder. Spending requests are made collectively by all staff members, who discuss resources and possible spending needs and are pitched to the budget holder. Small voluntary charges may be made for consumable resources in the EYFS.

2.6. Appraisal, staff development and support

2.6.1. Appraisal

The arrangements for appraisal include a structured discussion for each member of staff, where achievements are recognised and needs for training are identified.

2.6.2. Staff training, meetings and professional development

All staff members are involved in training days throughout the year. The dates and focus for these are agreed in advance. At Portway whole staff meetings are held on Tuesday and all other staff (i.e., EYFS practitioners, teaching Assistants, and Trainee nursery Nurses) attend training at key dates throughout the year dependent on school specific systems. At Selwyn, teacher staff meetings are held on a Monday and all support staff have a meeting on a Tuesday.

2.7. Links with other whole school policies

Below is a list of whole school policy which link to this EYFS Policy:

- Health and Safety
- Admissions
- Behaviour
- Charging
- Anti-Bullying
- Inclusion
- Safeguarding
- Assessment
- Equalities
- Educational Visits

- Teaching and Learning
- Staff Appraisal
- Child Protection
- Home/school agreements
- Personal, Health and Relationship Policy
- Intimate Care

2.8. Family involvement

Families are partners in children's learning. We value their opinions and the information they can give us and we involve them whenever we can. Throughout the EYFS programme, there are opportunities for contacts with families which include:

- Parenting classes and other training.
- Language and advice support for families who do not speak English.
- Support and advice for families of children with special needs or disabilities.
- Families are invited to help in school activities.
- Family and Toddler groups are offered for all families.
- Families are invited to special assemblies.
- Initial meetings between child, families and EYFS staff carried out prior to starting at the school.

Families are kept informed of what is happening in the setting through regular letters and informal conversations with the class teacher and other EYFS staff. Access to the Learning Library and the school library is provided on designated days and at designated times.

2.9. Links with the community and other agencies

2.9.1. Our local community

We use the opportunities offered by the local community in the following ways:

- Visiting local parks, shops and other attractions;
- People in the locality who come to talk to the children (theatre groups, police, fire fighters, nurses, local charities etc.)

2.9.2. Professional and local services

We have strong links with the following local services:

- The school psychological service
- School health visitor
- Social services
- Paediatric and other hospital outreach staff
- Community centres and local support workers, including faith groups
- Local groups for family support
- Language support and services

2.10. Assessment and record keeping

'On Entry'

'On Entry' observations are carried out by the key-person of their key children. The 'On Entry' observations are of children who have started their education at our school or are new to the EYFS setting. Observational evidence is gathered for the seven areas of learning.

At the end of each session, the key-person highlights any 'Characteristics of Effective Learning' and aspects that have been consistently evident during their key child's time at school.

The relevant milestones are recorded on the MIS.

The findings are used as a baseline to decide upon the child's starting point; to determine whether additional support or interventions are required; and to inform progressive planning for the cohort.

Interim and 'On Exit'

Each term, the key-person will mark their key-child's attainment on their assessment tracking platform.

Tracking System

Children's progress is recorded electronically for 'On Entry' and on a termly basis. The data is used to:

- Monitor children's achievement.
- Determine whether and how much progress has been made in comparison with the previous data input.
- Determine whether vulnerable or target groups of children are making progress.
- Determine areas of development and possible interventions or ways forward that could be put into place for individuals and for the cohort.

Progress check at age two

See Assessment Policy.

Reception Baseline at the beginning of the Reception year

See Assessment Policy.

End of Key Stage reporting

See Assessment Policy.

2.11. Monitoring and evaluation - including inspection

The general principles for monitoring and evaluation are contained in the Newham Community Learning Monitoring and Evaluation Policy. The following principles have been agreed by all staff:

- Observation, learning walks, book monitoring and planning audits.
- Curriculum evaluation - we evaluate each topic at the end of a half term period.
- Staff discussions - staff meeting agendas regularly contain evaluations of our effectiveness and planning ways forward.

- Inspection (including significant findings of previous inspections).
- Use of LA advice - we regularly consider the involvement of LA advisers/independent consultants, and use their perspectives to extend our internal monitoring.