

Early Years Foundation Stage Protocol

The purpose of the protocol

The purpose of this protocol is to set out the key principles, expectations and arrangements for Early Years provision at Beckfoot Heaton Primary School. It outlines how we meet the requirements of the Early Years Foundation Stage (EYFS) and provides a shared understanding of our approach to curriculum, teaching, assessment, safeguarding, inclusion, health and wellbeing, and partnership with families. The protocol sits alongside the **Early Years How to- updated.docx**, which provides more detailed guidance on the implementation of our EYFS curriculum and day-to-day practice.

Overview

- The Early Years Foundation Stage (EYFS) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. At Beckfoot Heaton Primary School, our EYFS provision provides children with a secure foundation for future learning and development, with high expectations for every child.
- Our practice is underpinned by the principles of the EYFS and is designed to provide children with purposeful, enriching learning opportunities through high-quality teaching and a well-planned learning environment.
- Our Early Years curriculum is designed to ensure that no child is left behind. We provide a progressive curriculum from two years through to Reception, building strong foundations in communication and language, physical development and personal, social and emotional development, alongside the specific areas of learning.
- Our detailed curriculum and implementation expectations are set out in the **Early Years How to- updated.docx** document.

Our EYFS principles

Our Early Years practice is underpinned by the four guiding principles of the EYFS:

- **Every child is a unique child**
- **Children learn to be strong and independent through positive relationships**
- **Children learn and develop well in enabling environments**
- **Children develop and learn in different ways and at different rates**

We recognise that every child brings their own experiences, interests, strengths and individual needs. Practitioners use their knowledge of each child to provide appropriate challenge, support and opportunities for development. We promote positive relationships between children, families and practitioners and create environments where children feel safe, secure, confident and valued.

Areas of learning and Development

There are seven areas of learning and development within the EYFS. All areas are important and interconnected.

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
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Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Beckfoot Heaton, the prime areas provide the foundations for children's learning and development. We build progressively on these foundations while broadening children's knowledge and skills through the specific areas.

Our curriculum is sequenced and progressive from 2YN through to Reception, using the Trust skills progression alongside Development Matters and Birth to 5 Matters to inform curriculum development.

Children experience learning through a balance of direct teaching, small-group and partner work, adult-led activities, continuous provision and purposeful play. Children have access to both indoor and outdoor learning environments, with opportunities to practise, apply and extend their learning.

Underpinning the EYFS are the Characteristics of Effective Learning. We nurture the characteristics through meaningful play and carefully planned experiences. Our environments and adult interactions provide children with opportunities to investigate, make choices, persevere, solve problems, develop ideas and make connections.

The characteristics of effective learning are:

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

Assessment and information for parents

Assessment is an integral part of teaching and learning. At Beckfoot Heaton, **assessment is for teaching**. Practitioners use their knowledge of children to identify strengths, gaps and next steps and use this information to adapt teaching and provision. Our assessment approach includes formative assessment alongside appropriate summative assessment.

Assessment information is used to identify children who may require additional teaching or support. This may include:

- pre-teaching
- post-teaching
- modelling
- scaffolding
- reteaching
- additional opportunities to practise and apply skills

Weekly assessment discussions support staff to identify children who require additional support and ensure that all adults understand the teaching priorities for individual children. We use a range of assessment approaches appropriate to children's age and stage, including professional knowledge, observations, assessment discussions and planned assessment activities. All children in our early years are screened using the WELLCOMM language screen to support practitioners to plan next steps and teach any gaps in communication and language skills.

Children's progress and development are shared with parents and carers through the school's established reporting and communication arrangements. Each year group shares the information as follows:

2YN

- Parents evenings in line with the rest of school
- Towards the end of the first term of a child being in 2YN, the key person completes the 2YN check. **2 Year Check master copy**
- Parents meet with the keyworker to discuss the 2YN baseline check.

3YN

- A home visit will take place for any child who is new to school, the home visit will be by two early years practitioners to support transition into 3 Year Nursery.
- Parents evenings are in line with the rest of school
- At the end of year 3YN parents receive an end of year report reporting on their learning and development.

Reception

- In Reception, the Reception Baseline Assessment (RBA) and Early Years Foundation Stage Profile (EYFSP) are completed in line with statutory requirements within the first 6 weeks of the child entering school.

- Teachers take part in moderation across their year group and across the trust. Moderation is used to support accurate professional judgement and consistency in assessment.
- The EYFS profile is completed at the end of the year, and data is sent through to the local authority.
- There are two parents' evenings throughout the year for parents to meet with the class teacher and to share learning and development.
- Two reports are sent out to parents communicating the child's learning and development, with the end of year report reporting on the child's characteristics of effective learning.

Children with Special Educational Needs:

- For any child in 2YN and 3YN with Special educational needs, SENIF funding is applied for from the local authority every term. Special Educational Needs Inclusion Funding (SENIF) is allocated to promote the inclusion of children within a pre-5 setting who may require additional / different provision due to their Special Educational Need and/or Disability (SEND). The nursery teacher and room leaders will have a conversation with individual parents regarding the funding and parents need to give their consent for school to apply for the funding.
- ISP meetings are in line with the rest of school.
- For any child who holds a EHCP, their parents and carers will have an annual review with the school SEND Co-ordinator.

Partnership with Parents and Carers

- We recognise parents and carers as children's first and most important educators.
- We establish positive two-way communication with families and work in partnership to support children's learning, development, health and wellbeing.
- Parents and carers are provided with opportunities to engage with their child's learning through communication, workshops, stay-and-play opportunities and other curriculum experiences.
- Where there are concerns about a child's development or additional needs, these are discussed sensitively with parents and carers and appropriate support is identified.
- We use seesaw as a tool for communication to share children's learning with families and school ping to communicate whole school messages.

Transition into the setting

- When starting in September in 2YN and 3YN home visits are conducted to support transition into nursery.
- Transition into Reception consists of parent welcome event, visits to the nursery/ educational setting the child attends.
- Please read **Early Years Admission How to.docx** for full details.

Safeguarding and welfare requirements

We follow the current **EYFS Statutory Framework for Group and School-Based Providers** and Beckfoot Trust and school safeguarding procedures. The EYFS requires providers to take all necessary steps to keep children safe and well and to have appropriate policies and procedures covering safeguarding, suitable people, health, behaviour, records and information sharing. Safeguarding is everyone's responsibility. All staff must understand and follow the school's safeguarding procedures and report concerns promptly to the Designated Safeguarding Lead in accordance with school policy. The school maintains appropriate safer recruitment, safeguarding, attendance, health and safety and information-sharing arrangements.

Staff must follow the school's expectations regarding professional conduct and suitability to work with children.

Key Person

- Each child is supported by familiar adults who develop positive relationships with the child and their family.
- In Reception, the class teacher is the child's key person.
- Children are supported to develop secure relationships with adults and peers and to feel safe, valued and confident within the setting.

Staff Deployment and Ratios

Staff are deployed to ensure that children are appropriately supervised, safe and supported to access the curriculum and learning environment. Statutory EYFS staff-to-child ratios and qualification requirements are maintained in accordance with the current EYFS statutory framework.

Staff deployment takes account of:

- children's age and stage of development
- individual needs
- SEND
- activities and learning opportunities
- indoor and outdoor provision
- safeguarding and supervision requirements

Ratios are as follows:

2YN: 1:5 ratio including Early Years lead practitioner and 4 Early Years Practitioners. One SEN TA.

Staffed for 25 children per session.

3YN: 1:13 ratio when the class teacher is in nursery and 1:8 if there isn't a qualified teacher, for example over lunch. One full-time SEN TA and one part-time SEN TA.

YR: 1:30 ratio. Class teacher and teaching assistant in each classroom. 1 full-time SEN TA and 1 part-time SEN TA.

Health and Wellbeing

We promote children's physical health, emotional wellbeing and independence through our curriculum, routines and relationships. Children have regular opportunities to develop gross and fine motor skills through indoor and outdoor provision, planned physical activities and purposeful experiences. We support children to develop independence in personal care, including toileting and handwashing. The school's procedures for administering medication are followed.

We promote healthy eating and drinking and support children to develop an understanding of healthy choices. All children sit as a class/ small group to eat snack in line with the EYFS guidance. Staff closely monitor children when they are eating at snack times and lunch times.

We follow the current EYFS requirements relating to health, hygiene, food and drink, first aid and safety. The 2026 EYFS framework also includes strengthened welfare and safeguarding requirements, including safer sleep arrangements and a requirement for providers to have regard to guidance on children's screen use.

SEND and Inclusion

We are committed to ensuring that all children, including children with special educational needs and disabilities, are included and supported to access the EYFS curriculum.

Practitioners work closely with the SENCO, families and relevant professionals to identify children's needs and provide appropriate adaptations and support. Our approach is informed by children's individual strengths, needs and developmental levels. Where additional support is required, we work with families and relevant professionals to identify appropriate strategies and interventions. Provision is adapted to enable children to participate, communicate, develop independence and make progress.

Intimate care

Where pupils require the support of a member of the class staff team to complete personal care and intimate care routines, staff will follow procedure as set out in the Personal and Intimate Care Policy and Staff Code of Conduct in line with the whole school.

Transitions and Movement Around School

- Children access different areas of the school as part of the EYFS curriculum and wider enrichment opportunities.
- Appropriate procedures are followed when children move between areas of the school and when accessing outdoor provision.
- Headcounts and registers are used at appropriate points throughout the day to support children's safety and accountability.
- When children return from outdoor provision and other activities, staff follow agreed procedures to ensure all children have returned safely to their classroom.
- Transition between EYFS phases and into Year 1 is supported through appropriate information sharing and opportunities for children, families and staff to become familiar with the next stage of learning.

Safety of premises

- A suitable first aid box is available in EYFS. A record of accidents and injuries is kept and shared with parents/ carers.

- Each Early Years base always has a first aider available. There are always first aiders with children during snack and lunch times.
- We check the safety of premises and equipment, indoors and outdoors, to ensure it is safe for children to use. Fire exits are identifiable and kept free of obstruction.

Related policies and documents

- This protocol should be read alongside:
- EYFS Statutory Framework for Group and School-Based Providers
- Beckfoot Trust Safeguarding and Child Protection Policy
- Beckfoot Heaton Safeguarding and Child Protection procedures
- Behaviour Policy
- SEND Policy
- Health and Safety Policy
- First Aid Policy
- Administration of Medication Policy
- Personal and Intimate Care Policy
- Attendance Policy
- Staff Code of Conduct
- Early Years How To
- Early Years Admission How To
- EYFS curriculum maps and progression documents
- Assessment and moderation guidance