



Leodis  
Academies  
Trust

# **EARLY YEARS FOUNDATION STAGE (EYFS) POLICY STATEMENT**

Policy Details	
<b>Document Name:</b>	Leodis Academies Trust Early Years
<b>Version Number:</b>	3.0
<b>Effective From:</b>	September 2023
<b>Owner(s):</b>	Joe Barton, CEO Principal
<b>Approved by:</b>	Leodis Academies Trust, Board of Trustees
<b>Next review date:</b>	October 2026
<b>Consultation:</b>	Principals

Document History			
Version	Date	Author	Note of Revisions
1.0	November 2021	CEO Principal	Approved by Trustees
2.0	September 2023	CEO Principal	
2.1	Nov 2024	CEO Principal	Updates made to the name of the Local Governing Board/ Local Advisory Board to reflect the changes to the roles and responsibilities outlined in the Academy Trust Governance Guide 2024.
3.0	October 2025	CEO Principal	<p>Updates made following a review with Early Years Practitioners.</p> <ul style="list-style-type: none"> <li>- 2.1 - New aim inserted on inclusive practice</li> <li>- 3.1 – updated link from 2021 to 2025 EYFS statutory framework</li> <li>- 4.1 – 4.2 minor additions/amendments made to wording</li> <li>- 5.1 – 2021 updated to 2025 to reflect new framework</li> <li>- 5.5 &amp; 5.6 – minor additions made to wording</li> <li>- 6.6 – Added new paragraph on transition from Reception into Year 1.</li> <li>- Appendix 1 – Added in EYFS Nutrition Guidance</li> </ul>

## **1. Policy Scope**

1.1 This policy applies to all EYFS provision across Leodis Academies Trust.

- Blackgates Primary Academy
- East Ardsley Primary Academy.
- Hill Top Primary Academy.
- Westerton Primary Academy.

## **2. Aims**

2.1. All the Primary Academies within Leodis Academies Trust ensure that there is:

- A broad and balanced curriculum that gives the children the broad range of knowledge and skills needed for good progress through school and life;
- High Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind;
- Positive relationships with parents and/or carers to engage them in their child's education and to help school in understanding and meeting their needs;
- Inclusive practice that identifies and supports equity for all children regardless of their needs.
- Support for every child through equality of opportunity and anti- discriminatory practice, high quality support services, and effective allocation of resources;
- Close partnership working between practitioners within and across the MAT to regularly evaluate and improve the quality of provision.

## **3. Legislation**

3.1 The EYFS provision in all Leodis Academies Trust schools is based on requirements set out in the 2025 statutory framework for the Early Years Foundation Stage (EYFS) and complies with our funding agreement and Articles of Association.  
[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

## **4. Structure of the EYFS**

- 4.1 Each school manages its own admissions policy to best meet the needs of the community it serves. These are available on the website of each school, or on request by contacting the individual school. Applications are made directly to the school.
- 4.2 Every child over the age of 3 years old is entitled to 15 hours at a nursery provision.
- 4.3 Some children from families in receipt of additional support are entitled to 15 hours at a nursery provision when their child reaches 2 years of age. Blackgates Primary Academy has provision for 2 year olds.
- 4.4 Some children from eligible working families are entitled to 30 hours at a nursery provision. All the Primary Academies within Leodis Academies Trust offer 30 hour places for early learning at a nursery provision.

## **5. Curriculum**

5.1 All the Primary Academies within Leodis Academies Trust follows the curriculum as outlined in the 2025 statutory framework for the EYFS.

5.2 The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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.

5.3 The prime areas are:

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

5.4 The prime areas are strengthened and applied through 4 specific areas:

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

## **5.5 Planning**

5.5.1 Each school plans to meet the needs of the children in their setting and therefore this may vary from school to school, but also within each setting from year to year. However, all practitioners plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

5.5.2 In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. There will be a range of adult-led and child-led learning opportunities and these may involve the whole class, small groups, one to one activities or totally independent learning activities.

5.5.3 Practitioners 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 and enjoyable experience. 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.

5.5.4 Good play and learning skills will be modelled by the practitioners, and learning through play directed to ensure that the children gain the knowledge, skills and understanding they need to access Year 1 and beyond.

## **5.6 Teaching**

5.6.1 Each area of learning and development is implemented through planned, purposeful play, combining adult-led and child-led activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

5.6.2 Throughout the day there will be times when children come together as a class for a teaching input or when they are taught in specific groups to ensure they are accessing the curriculum and learning at the right level in the right way, and times when they are free to access the provision for themselves where they are given plenty of opportunities to practise the knowledge and skills they are developing.

5.6.3 Practitioners ensure that they provide high quality interactions with children within the provision to secure knowledge and skills, extend and challenge children's vocabulary, thinking and learning.

- 5.6.4 Children may need to be taught a specific skill or be part of a specific intervention to support their development.

## **6. Assessment**

- 6.1 Ongoing assessment is an integral part of the learning and development processes. Regular, informal assessments are made throughout the day to inform planning and teaching. Practitioners observe pupils to identify their level of achievement, interests and learning styles to inform individual needs. Practitioners also take into account observations shared by parents and/or carers.
- 6.2 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' highlights the areas in which a child is progressing well and the areas in which additional support is needed.
- 6.3 Upon entry to Reception, primary schools will undertake a baseline assessment as required nationally.
- 6.4 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 (expected).
  - Not yet reaching expected levels (emerging).
- 6.5 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 and will be provided to the LA.
- 6.6 Assessment information is used to provide effective transition, ensuring the receiving teacher has knowledge of specific gaps and is able to provide the continuing development needed to progress to the Year 1 curriculum.

## **7. Working with parents**

- 7.1 We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.
- 7.2 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.
- 7.3 Each child is assigned a key person 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. In Reception this key person may be the teacher.

## 8. Safeguarding and welfare procedures

8.1 Our safeguarding and welfare procedures are outlined in our safeguarding policy.

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

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy.
Procedure for responding to illness	See medical policies.
Administering medicines policy	See supporting pupils with medical conditions policy.
Emergency evacuation procedure	See emergency plans.
Procedure for checking the identity of visitors	See child protection and safeguarding policy.
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy.
Nutrition Guidance	<a href="#">See Early Years Foundation Stage nutrition guidance</a>
Procedure for dealing with concerns and complaints	See complaints policy.