

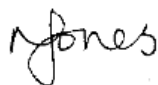
Clifton Green Primary School

Early Years Foundation Stage (EYFS) Policy

Signature of Chair of Governors



Signature of Headteacher



Member of Staff Responsible:

Jenny Smith

Reviewing Committee:

Teaching, Learning and Curriculum

Statutory/Non Statutory:

Statutory

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Early Years Curriculum Policy

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1. Introduction

- 1.1. At Clifton Green Primary School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure starting point for future learning and development.
- 1.2. This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a positive start to their school life. It is based on the requirements set out by the Department for Education (DfE) in the statutory [framework for the Early Years Foundation Stage \(EYFS\)](#) that applies from September 2021 and 8.12.24 a published update was released,

2. Roles and Responsibilities

- 2.1. The governing board is responsible for:
 - Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in further detail in the school's Child Protection and Safeguarding Policy.
 - Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
 - Monitoring the implementation of this policy.
 - Ensuring that this policy does not discriminate on any grounds.
 - Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.2. Our EYFS link governor is Hazel Kesterton.
- 2.3. The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.
- 2.4. Staff (including teachers and support staff), supply staff and volunteers are responsible for familiarising themselves with, and following this policy during day-to-day operation.

3. Intent Statement

- 3.1. Our EYFS curriculum has been designed to reflect our vision and values here at Clifton Green Primary School. Our school values are:
 - Striving for Excellence
 - Creating Opportunities
 - Nurturing One Another.
- 3.2. It also aims to teach the children key skills and knowledge through an immersive range of language rich opportunities.



- 3.3. Each topic planned is included in the curriculum for very specific reasons building upon the prior learning of the children and preparing them for their future in school. We want to ensure that all children leaving Reception are ready to smoothly transition into Key Stage One (KS1).
- 3.4. Each topic is synced in-line with the whole school topics, however EYFS themes do not last a specific amount of time but instead they are led by the children and their inquisitive nature. Areas of provision in the environment are regularly reviewed to create awe and wonder. The children can explore the different areas throughout the day and access a wide range of continuous provision opportunities across the curriculum.
- 3.5. Topics are introduced with a range of good quality stories and/or non-fiction texts. Using books in this way teaches children that books and reading form an important basis of learning.
- 3.6. As a team, we work extremely hard to create a learning environment that inspires children to investigate, question and challenge themselves. We ensure that there is quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- 3.7. We wholeheartedly believe 'Better Never Stops' and we want to provide our children with every opportunity to fulfil their potential.
- 3.8. Our staff ensure that a close working partnership is formed between home and school and that children are safe and happy during their time in school.

4. Implementation

4.1. Implementation Statement

- 4.1.1. Our ambitious Early Years Curriculum aims to teach all children the age-appropriate skills and knowledge (also known as educational programmes) outlined in the EYFS Framework in order that they reach the seventeen Early Learning Goals described in the [Early Years Foundation Stage 2024 Profile Handbook](#) (see section 3.2 for further details).
- 4.1.2. We teach through a range of teaching methods including child initiated learning, whole class teaching, small group teaching and 1:1 teaching. As many activities as possible are play based however, there is also a need for direct teacher-led inputs to ensure children gain essential knowledge, skills and key vocabulary. All learning opportunities are modelled through quality first teaching and children are given sufficient time, support and resources to repeat and practise them in order to embed concepts and key learning.
- 4.1.3. Our EYFS curriculum is bespoke to Clifton Green Primary School and covers a wide range of subject areas to prepare children for life!

learning. The learning is sequential and builds upon prior learning as well as looking forward to the upcoming KS1 and KS2 curriculum.

- 4.1.4. At the heart of our curriculum design is the unique child and we offer opportunities for them to play and explore, show active learning and develop creativity and thinking critically. These skills are promoted through our whole school Cojo Character Curriculum and the teaching of the seven core character traits (Resilience, Empathy, Self Aware, Positivity, Excellence, Communication and Teamwork) through seven core characters (see section 3.4 for more information).

4.2. Learning and Development

- 4.2.1. Clifton Green Primary School follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The Early Years Foundation Stage (EYFS) is mandatory for all schools and early years providers in Ofsted registered settings attended by young children i.e. from birth to the end of the academic year in which a child has their fifth birthday. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education. In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately (EYFS 2021).

- 4.2.2. The EYFS provision and practice is based on observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

- 4.2.3. There are four themes in the EYFS which express important principles and underpin effective practice in the care, development and learning of young children. The four themes are:

- a unique child
- positive relationships
- enabling environments
- learning and development.

These themes are interwoven in all that we do.

- 4.2.4. The EYFS framework also includes seven areas of learning and development that are inter-connected. Three of these areas are known as the prime areas as they are seen as particularly important for igniting curiosity and enthusiasm for learning and for building children's capacity to learn, form relationships and thrive.

- Communication and language:
 - Listening, attention and understanding
 - Speaking
- Physical development:
 - Gross motor skills
 - Fine motor skills



- Personal, social and emotional development:
 - Self-regulation
 - Managing self
 - Building relationships

4.2.5. The prime areas are strengthened and applied through four specific areas. The 'specific' areas of learning and development are:

- Literacy:
 - Comprehension
 - Word reading
 - Writing
- Mathematics:
 - Numbers
 - Numerical patterns
- Understanding the world:
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design:
 - Creating with materials
 - Being imaginative and expressive

4.2.6. Educational programmes are the areas of learning and development which shape the activities and experiences that children have in our early years setting. More information about each of the educational programmes listed above can be found in the EYFS Framework (pages 8-10).

4.3. Cojo Curriculum (Characteristics of Effective Learning)

4.3.1. The EYFS curriculum also includes explicit teaching and learning opportunities for children to develop the characteristics of effective learning. We deliver these through our whole school Cojo curriculum. The EYFS Cojo curriculum links seven character traits with seven characters:

R	E	S	P	E	C	T
Romeo Resilience	Eddie Empathy	Sophie Self-Awareness	Parveen Positivity	Elliott Excellence	Charlie Communication	Tanisha Teamwork
						
<ul style="list-style-type: none"> • Determined • Self Controlled • Persistent • Courageous • Diligent • Perseveres 	<ul style="list-style-type: none"> • Just (fair) • Compassionate • Kind • Courteous • Unselfishness 	<ul style="list-style-type: none"> • Self confident • Self-disciplined • Honest • Humorous • Humility • adaptability 	<ul style="list-style-type: none"> • Gratitude • Motivated • Positive attitude • Inspires • Willpower • Passionate about learning 	<ul style="list-style-type: none"> • Creative • Curious • Inquires • Pride • Critical thinking 	<ul style="list-style-type: none"> • Listens • Influences • Feedback • Reflective • Evaluative • Presence 	<ul style="list-style-type: none"> • Cooperates • Responsible • Cares • Decision makes • Helpful • Unity • Patient

4.3.2. In Nursery, seven missions take children on an adventure with Commando Joe to meet each of the characters and children practise controlling their

emotions in a fun and safe environment. In Reception, each character has a mini set of adventures based on popular nursery rhymes which gives children an in-depth understanding of each character trait.

4.3.3. The Nursery and Reception teachers use the CoJo curriculum to teach explicit sessions to develop these traits and also other activities within classrooms are planned with these in mind.

4.3.4. The three characteristics embedded through the Commando Characters are:

- Playing and Exploring – children investigate and experience things and ‘have a go’
- Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

4.4. Planning for Learning

4.4.1. Planning in the EYFS is a collaborative process which is led by the teachers in Reception and Nursery and informed by the children’s daily interests and needs. There is a long term plan for Reception and Nursery and this informs a half-term scheme of work that covers adult directed learning and continuous provision. Weekly planning includes whole class teaching, focus group learning and continuous provision opportunities.

4.4.2. Staff take into account the individual needs, interests and stage of each child in their care and use this information to plan a challenging and enjoyable experience for all. In planning and guiding children’s learning, staff reflect on the different ways that children learn and include these in their practice.

4.4.3. Where a child has a special educational need or disability, staff consider whether specialist support is required, communicate with the school’s Special Educational Needs Coordinator (SENCo) and liaise with relevant outside agencies and professionals as necessary.

4.5. Teaching Strategies

4.5.1. At Clifton Green Primary School we ensure that there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting learning opportunities in the areas of provision, the interaction between the adult and child is essential as the adult’s response to children builds understanding and therefore guides new learning. The adult’s role is to continually model, demonstrate, scaffold and question what the child is doing. In some cases, the adult will ask a child to come and complete a learning opportunity or game with them; at other times they will participate in a child’s game, extending it where possible.

4.5.2. By the Summer term in Nursery the children will experience more structured, adult directed tasks as they prepare for their transition to Reception, and likewise the children in Reception experience many p



adult directed and independent tasks as they prepare for their transition in Year One.

4.6. The Importance of Play

- 4.6.1. Learning through play is an integral part of our Early Years curriculum. Play is a powerful motivator; encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.
- 4.6.2. We believe that children learn best from opportunities and experiences that interest and inspire them. Using children's interests and passions as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world.
- 4.6.3. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. Children learn to adapt, negotiate, communicate, discuss, investigate and ask questions.
- 4.6.4. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play.

4.7. Teaching

- 4.7.1. We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much learning the children have understood and taken on.
- 4.7.2. Each day we use a flexible timetable with 'set' routines in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, maths, literacy, phonics, and stories. This looks quite different in the Nursery and Reception classes but these sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, concentration etc.

4.8. The Role of the Adult in our EYFS Setting

- 4.8.1. All adults who work or interact with young children play a crucial role in their learning. Children need interested, sensitive adults to support them as they learn by promoting qualities, skills, attitudes and values which enable them to think and act for themselves, to begin to understand moral issues and to accept social responsibilities.
- 4.8.2. In the Early Years Foundation Stage at Clifton Green we will ensure that all staff contribute to the learning and development of children, with



understanding of how children learn. We ensure that staff have good observational skills and engage with ongoing CPD opportunities to fulfil their roles.

- 4.8.3. We will ensure a successful learning environment is provided by:
- sharing a common philosophy and perceptions of children's learning;
 - supporting and providing a stimulating, supportive and purposeful ethos;
 - sharing knowledge of child development and educational experiences;
 - planning collaboratively for and assessing children's learning;
 - sharing expertise, valuing each other's strengths and skills;
 - providing role models for children and reflecting this in all our relationships within the school and the wider community;
 - promoting equal opportunities showing respect for all;
 - setting agreed acceptable standards of behaviour in line with our whole school Behaviour Blueprint;
 - valuing and working towards a partnership between home, setting and community;
 - identifying individual needs for personal and professional development;
 - continually reviewing and assessing the Early Years setting and how it supports children's learning and development.

4.9. Assessment

- 4.9.1. Assessment plays an important part in helping recognise children's progress, understand their needs, plan activities, and assess the need for support.
- 4.9.2. Parents and carers will be kept up-to-date with their child's progress and development and teachers will address any learning and development needs in partnership.
- 4.9.3. Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs and they will use this information to inform practice and provision for each child. Some of these observations are shared with parents/carers using Tapestry.
- 4.9.4. Baseline Assessment:
- 4.9.4.1. Prior to children starting, staff spend time speaking to the child's parents/carers and previous settings and reading previous learning journeys to gain an understanding of the whole child and their attainment. During the first three weeks of the autumn term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.
- 4.9.4.2. All Reception children must complete the statutory Reception Baseline Assessment (RBA) as they start in their first year at school.

This assessment focuses on Language, Communication and Literacy and Mathematics. The purpose of this is to show the progress children make from Reception until the end of KS2.

4.9.4.3. At Clifton Green Primary School we also use WellComm Speech and Language Screening to support baseline assessments and throughout school to monitor progress. This assessment uses a traffic light system that identifies children requiring immediate intervention, as well as those who show potential language difficulties. The system bands children by placing them into one of three categories:

- Red: consider referral to a specialist service for further advice/assessment
- Amber: extra support and intervention required
- Green: no intervention currently required.

4.9.4.4. Phonic assessments are also carried out using Little Wandle every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.

4.9.5. EYFS Areas of Learning Assessments are completed three times per year and the class teacher reviews progress and attainment using Tapestry.

4.10. Parents and the Wider Community

4.10.1. We firmly believe that fostering effective partnerships with parents and carers is crucial.

4.10.2. We aim to ensure that we;

- value the child's previous and present home experiences, acknowledging that they have as much to learn from parents/carers and their special knowledge and relationships with their individual children
- aim for all parents/carers to feel confident, valued and able to contribute effectively to the education not only of their child but also other children;
- foster the use of parents/carers own skills, expertise and interests which reflect the cultural, social diversity and values that exist within the setting and wider community;
- provide a warm and welcoming environment which fosters a sense of belonging so that the setting is not seen as an isolated but part of the community;
- ensure opportunities exist for parents/carers to clarify and discuss how they can best be involved in the learning process;
- support and encourage parents/carers in home-learning activities and within the Foundation Stage;
- maintain good links between nursery and other carers such as wrap-around care and child minders.
- offer two parents consultations per year and a written report in the summer term to ensure that progress is shared.



4.11. Inclusion

- 4.11.1. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 4.11.2. Clifton Green Primary School's Special Educational Needs and Disabilities (SEND) Policy ensures that all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by class teachers and the school's SENCo in accordance with whole school policy. The SEND code of practice and our school information report, accessibility plan and parent guide to SEND can be found alongside the policy on our school website.
- 4.11.3. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 4.11.4. Some children in our Early Years setting will have a first language other than English. Practitioners will value this linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.
- 4.11.5. These children may spend a long time listening before they speak English and will often be able to understand much of what they hear, particularly where communication through gesture, sign or facial expression and other visual images is encouraged.
- 4.11.6. Learning opportunities should be planned to help children develop their English and support given from staff within the setting as well as liaison with specialist practitioners as necessary.

4.12. Continuity and Progression (Transition)

- 4.12.1. All children's development is a continuous process that does not proceed uniformly or at an even pace. Careful planning and development of activities, teaching approaches and strategies, organisation of the learning environment and the range of experiences will ensure that the children experience a continuum from an Early Years based curriculum based on Early Learning Goals to the statutory requirements of the National Curriculum.
- 4.12.2. Clear transition arrangements ensure smooth, happy transfer from one setting to another. To achieve this well ensure there is:
 - Close links between staff in school (EYFS and KSI staff in particular), feeder settings (such as private nurseries and childminders) and parents/carers;
 - Exchanges of work e.g. nursery children's pictures displayed in reception class prior to admission;
 - Shared record of an individual child, including medical information which may affect learning and assessment;
 - Gradual introduction into the new settings so that children can be admitted in small groups where possible, with children they know from previous setting;
 - Sensitive introductions to routines and teaching styles e.g. playtimes and lunchtimes, direct teaching, assemblies/collective worship;



- Induction meetings and workshops for parents/carers, sharing information and giving the opportunity for them to ask questions.

4.13. Safeguarding and Welfare

- 4.13.1. All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the school's Safeguarding and Child Protection Policy, and all members of staff are required to read this policy as part of their induction training.
- 4.13.2. The Designated Safeguarding Lead in school is Nicola Jones. The deputy DSLs are Caroline Telford and Natalie Boyne.
- 4.13.3. Staff will receive ongoing safeguarding training that enables them to understand the safeguarding policy and procedures; have up-to-date knowledge of safeguarding issues; and recognise signs of potential abuse and neglect.
- 4.13.4. We use CPOMS in school to record information, communication and actions related to safeguarding and behaviour.

4.14. Intimate Care

- 4.14.1. Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's stage of development, they may need some support, for example, dressing, verbal encouragement to wipe their bottom after toileting and changing underwear following an accident. In most cases intimate care is to do with personal hygiene.
- 4.14.2. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. It is our aim that all children should be independent and we consider our role to be one of supporting and encouraging rather than doing.
- 4.14.3. Staff in the EYFS must follow the school's Intimate Care policy.

4.15. Use of Mobile Phones by Staff

- 4.15.1. Expectations for staff use of personal mobile phones are outlined in section 9.4.4 of the school's Safeguarding and Child Protection Policy (page 22) and these must be adhered to in the EYFS.
- 4.15.2. Staff are allowed to bring their personal phones to school for their own and professional use, but will limit such use as much as possible to non-contact time when pupils are not present.
- 4.15.3. Staff are to avoid taking pictures or recordings of pupils on their personal phones or cameras.
- 4.15.4. Mobile phones will be safely stored and in silent mode whilst pupils are present in lessons.
- 4.15.5. Staff will use their professional judgement in emergency situations.



- 4.15.6. Staff will report any concerns about another staff member's use of mobile phones by following the guidance set out in Appendix 3 of the school's Safeguarding and Child Protection Policy

4.16. Health & Safety

- 4.16.1. The school will promote the good health of children in the EYFS, including the promotion of good oral health.
- 4.16.2. Staff will report any accident or injury, including any first-aid treatment administered, involving a child to their parents/carers on the day it occurs. Accidents and injuries will be recorded via the office.
- 4.16.3. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to the Local Authority via the BSafe portal.
- 4.16.4. A first-aid box is located in the Nursery kitchen and one in each of the Reception classrooms.
- 4.16.5. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered and recorded. Non-prescribed medication can only be accepted if included in an individual health care plan or if written permission has been granted in line with North Yorkshire County Council authorisation. Please see the school's medical guideline and First Aid Policy for more information.
- 4.16.6. Any food or drink provided to children is healthy, balanced and nutritious as outlined in the School Food Standards.
- 4.16.7. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- 4.16.8. Fresh drinking water is available at all times.
- 4.16.9. Smoking and the use of electronic cigarettes is not permitted in the school premises.
- 4.16.10. The school implements a zero-tolerance approach to drugs and alcohol misuse. The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated.
- 4.16.11. The school's Health and Safety Policy outlines the full health and safety procedures.
- 4.16.12. The school has a Fire Safety Policy in place.

4.17. Recruitment

- 4.17.1. Our school follows robust Safer Recruitment guidelines as part of the school's Safeguarding and Child Protection policy. This ensures that members of staff employed in the EYFS are suitable for the role they are appointed to.
- 4.17.2. Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities using the staff handbook, including information about emergency evacuation procedures, safeguarding, child protection and health and safety. Staff will be supported to undertake appropriate training and professional development to ensure children receive the best quality learning experience.



- 4.17.3. 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 wellbeing of children, including any child protection concerns;
 - identify solutions to address issues;
 - receive coaching to improve their effectiveness.
- 4.17.4. The EYFS lead holds a full qualified teaching qualification (QTS) as do all other teachers in the EYFS.
- 4.17.5. All EYFS staff have the relevant experience needed to fulfil their role and the majority of staff hold at least a full and relevant level 2 qualification.
- 4.17.6. There will be at least one member of staff who has a current Paediatric First Aid (PFA) certificate in EYFS, and will accompany children on any school outings.
- 4.17.7. Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found via the school office.
- 4.17.8. The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the Statutory Framework for the Early Years Foundation Stage. The school adopts the following staffing ratios:
- For children aged three and over:
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there is one member of staff for every 8 children, and at least one other member of staff holds a full and relevant level 3 qualification.
 - For children in Reception classes class sizes will be limited to 30 pupils per school teacher.
- 4.17.9. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents/carers will be informed about staffing arrangements.
- 4.17.10. Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. This is often the class teacher.



5. Impact Statement

- 5.1. At Clifton Green we work hard to ensure that all our children make good progress, based on their individual starting points.
- 5.2. Evidence and observations of the children's progress are recognised and recorded by our dedicated staff who take the time to get to know each child as an individual. By spending time with the children delivering and prompting quality learning throughout the day, we gain expert knowledge on each child's ability and the next steps required to progress their learning.
- 5.3. Our pedagogy and our curriculum is measured by how effectively it helps our children develop into well rounded individuals who embody our school values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.
- 5.4. Our children make strong progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills are secured and embedded so that children attain highly and are fully prepared to ensure children are ready and fully equipped to begin learning the National Curriculum programme of study in Year 1.

6. Links to Legal Frameworks, Statutory Policies, Other Policies and Procedures for the EYFS

- 6.1. 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
 - UK General Data Protection Regulation (UK GDPR)
 - Data Protection Act 2018
 - DfE (2021) 'Statutory framework for the early years foundation stage'
 - DfE (2021) 'Development Matters'
 - DfE (2021) 'Keeping children safe in education 2021'
 - DfE (2018) 'Working Together to Safeguard Children'
 - DfE (2015) 'The Prevent duty'
 - Early Education (2021) 'Birth to 5 Matters'
 - UK Council for Internet Safety (2020) 'Education for a Connected World'
- 6.2. This policy operates in conjunction with the following school policies:
 - Behaviour Policy
 - Teaching and Learning Guidelines
 - Safeguarding and Child Protection Policy
 - Allegations of Abuse Against Staff Policy



- Complaints Procedures
- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- E-Safety Policy
- Health and Safety Policy
- Fire Safety Policy
- First Aid Policy
- Managing Medicines Guidelines
- Information Security Policy

7. Monitoring and Review

- 7.1. This policy will be reviewed every two years by the EYFS Lead, Headteacher and Governing Board.
- 7.2. The next scheduled review date for this policy is March 2026.

