LEICESTER GRAMMAR JUNIOR SCHOOL
EARLY YEARS POLICY

This policy relates to Early Years children at Leicester Grammar Junior School, including Kinders (pre-school class) and Reception. LGJS follows all the statutory requirements of the Early Years Foundation Stage Framework.

The named DSL and nursery manager is Rachel Strong (Deputy Head Pastoral). The named deputy manager is Jemma Tuck (Reception and KS1 Phase Lead).

The school phone number is 0116 259 1950.

Contents

1. Aims 1
2. Legislation 1
3. Structure of EYFS 1
4. Curriculum 2
5. Assessment 3
6. Communication and Parents as Partners 4
7. Safeguarding and Welfare Procedures 4
8. Supervision 6
9. Staffing Ratios 6
10. Absence 8
11. Health and Safety 8

1. Aims

The aims for Early Years Education at LGJS are in line with the aims stated by the school, with a specific focus on the following:

- Quality and consistency in teaching and learning, thereby providing an outstanding early educational experience for all children.
- Providing a secure foundation for future learning and for life that lies ahead.
- To build confidence and teach respect for themselves and others.

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), effective from 1 September 2026.

3. Structure of EYFS

At LGJS the EYFS incorporates Kinders and Reception. The classroom doors open at 8am with registration at 8.45am every day.

In Kinders the children are provided with snacks (available throughout the day), while in Reception children bring their own snacks to consume during the morning session.

Lunch begins at 11.45 in the refectory and is followed by outdoor play in the EYFS playground (weather permitting). Most children elect to have a hot school lunch, but there is an option for parents to prepare a packed lunch for their child (details about healthy choices are in the parent handbook).

Afternoon registration is at 1pm and the school day ends at 3pm (dismissal begins at 2.50pm for children in Kinders to facilitate a more detailed handover.

Wrap around care is available until 6pm for all children.

4. Curriculum

Planning for EYFS follows the Early Years Foundation Stage guidance and LGJS follow both the Learning and Development Requirements and the Safeguarding and Welfare Requirements.

The 4 principles of the EYFS 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 parents and/or carers.

• importance of learning and development. Children develop and learn at different rates.

These 4 principles are set out to ensure effective practice in the care, development and learning of young children.

At LGJS we recognise that children develop and learn at different rates, and we seek to support each child to make progress at their own individual pace.

The children in EYFS experience a broad curriculum covering the 7 areas of learning and development.

The prime areas:

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

The specific areas:

- Literacy
- Mathematics
- Understanding the world

- Expressive arts and design

4.1 Planning, teaching and learning

At LGJS, staff are ambitious for all children and plan activities and experiences enabling them to develop and learn effectively. Play is an important vehicle to support teaching and learning and is an integral part of our provision. It builds confidence as children explore, work in partnership with others, set their own goals and solve problems.

Staff consider the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. Staff use a variety of teaching strategies to engage the children, including one-to-one, small group and whole class activities and use their knowledge of each individual child to plan challenging and enjoyable experiences. When planning activities and scaffolding learning, staff have regard to the characteristics of effective teaching and learning:

• 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.

Where a child may have a special educational need or disability (SEND) or has English as an additional language (EAL), staff consider whether specialist support is required and liaise with other agencies, where appropriate. There is additional information about how we support children with SEND and EAL in our SEND policy which is available on the school website.

As the children come towards the end of the Reception year, and as their development allows, the balance gently shifts towards focused teaching in the specific areas of learning, to support a smooth transition to Key Stage 1.

4.2 Screen Use

When planning activities for children staff will have regard to the DfE guidance about screen use Help for early years providers : Screen use. The school take a precautionary approach to using screens by limiting screen use for children and using it carefully and intentionally, for specific learning and development aims. Screen use takes into account the quality and pace of content, purpose and level of engagement.

In alignment with the guidance, for children at LGJS screen use is limited to less than one hour a day where possible.

At LGJS we do not allow children to access or use screens alone or with other children without adult co-engagement to protect them from harmful content and to support their development.

Before use, all digital content should be:

- checked to ensure it is suitable for early years children, prior to showing it to the children

- slow-paced, repetitive and predictable
- advert-free

Digital devices support the successful running and management of early years settings, including engaging with parents and professional services.

AT LGJS we will ensure that the use of digital devices in assessment and communicating with parents is proportionate, conducted in short stints and does not entail prolonged breaks from interaction with children, nor require excessive administrative burden, to maintain focus on time to engage with and teach children.

5. Assessment

At LGJS staff work as a team, observing and assessing children as they learn, both at the baseline phase and throughout the year. Ongoing assessment (formative assessment) is an integral part of learning and development processes. These ongoing observations enable staff to understand each child's level of achievement and their interests and then shape and inform the teaching and learning experiences for each child. Professional dialogue between staff (discussion following observations) is an important aspect of our provision and provides a shared knowledge and understanding of each child's developmental journey.

Staff also consider observations shared by parents and speak with them, both formally and informally, about their child's progress and development.

Within the first 6 weeks of a new school year, the EYFS staff will work alongside each child to complete a baseline assessment, this includes a speech and language assessment. These assessments are used to inform discussions at the first Parents Evening in October.

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30th June). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (emerging)

As part of our transition process, staff share the EYFS profile with the Year 1 team. This helps to inform a discussion about the child's stage of development and specific learning needs and helps with planning activities for Year 1. The school also shares the results of the EYFS profile with parents alongside the end of year report.

The profile is moderated internally and in partnership with other schools, to ensure consistent assessment judgements. Profile data is submitted to the local authority on request.

6. Communication and Parents as Partners

We recognise that children learn and develop best when there is a strong partnership between home and school. Communication is a key aspect to ensuring the EYFS curriculum is delivered effectively. We seek to build relationships with parents in several ways:

- After accepting a place, parents are invited to a series of welcome events and are provided with year group specific handbooks and a joining pack.
- Face to face handover at the classroom door provides an opportunity for daily communication and informal feedback.
- Ongoing observations and snapshots are shared with parents via Tapestry.
- We keep parents up to date with their child's progress and development. The twice-yearly reports and twice-yearly parents' evenings alongside the EYFS profile help to provide parents with a well-rounded picture of their child's knowledge, understanding and abilities.
- 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.

We ask parents/carers to provide at least 2 emergency contact numbers for their child (where possible).

7. Safeguarding

The DSL and DSL for EYFS is Rachel Strong (Deputy Head Pastoral and Nursery Manager).

Deputy DSLs are Helen Pugh-Hall (SENCo), David Fulton (Deputy Head Academic), and Sophia Ashworth Jones (head teacher).

The trustee with responsibility for safeguarding is Dr Deenesh Khoosal.

We recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

The use of the recording system CPOMs ensures that all information is stored securely and shared appropriately and securely. All staff are trained in the use of the system and share the knowledge that Safeguarding is EVERYONE's responsibility.

LGJS, including the EYFS classrooms are 'device free' zones. Staff store their mobile phones safely and securely away from the children. All devices used to observe and track children are school-owned devices. Please see Appendix C in the LGJS safeguarding policy for more detailed information.

Our child protection and safeguarding policy is available on the school website.

Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSiE) guidance. Staff are expected to read KCSiE Part 1 every year and sign to say they have read and understood. Prevent training is renewed at regular

intervals to ensure staff understand their responsibilities under the Prevent duty.

- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures.
- Renew training regularly as required in the statutory framework, or more often when it is needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns.

Our designated safeguarding lead (DSL):

- Provides ongoing support, advice and guidance to all staff.
- Attends a training course consistent with the criteria set out in Annex C of the most recent EYFS framework.
- Liaises as needed with local statutory children's services agencies and our local safeguarding partners.

Safer Recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining references and an enhanced DBS check for any member of staff (including students and volunteers) before they are recruited.
- Recording information about staff qualifications and identity checks, vetting processes and references on the single central record.

See our safeguarding and safer recruitment policies (available on the school website) for additional information.

Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

If a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the Principal of the Trust. If the concern is about the Principal of the Trust, the concern should be directed to the Chair of Trustees (chair@leicestergrammar.org.uk)

Our whistleblowing policy is available on the school website.

8. Supervision

All staff who work with our EYFS children are involved in our supervision programme. In addition, the nursery manager/deputy head pastoral operates an

open-door policy, and staff are encouraged to share any concerns as they arise rather than waiting for a supervision meeting.

Further information is available in the EYFS supervision policy.

9. Staffing ratios and pupil supervision

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For children aged 3 and over where there is a person with qualified teacher status, early years professional status or early years teacher status or another suitably qualified overseas trained teacher

- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children.
- For all other classes, we have at least 1 member of staff for every 13 children
- At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status.

Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children.

- At least 1 member of staff must hold an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status.
- At least half of all other staff hold an approved level 2 qualification.

Please also refer to the LGJS Pupil Supervision Policy, Missing Child Policy and Extended School Provision Policies for specific information, including the procedure for when a child is not collected at the end of the day by a parent/carer. Copies are on the school website or available on request from the school office.

Each child within EYFS is assigned a form teacher (key worker) and parents are invited to meet their child's form teacher (key worker) prior to the beginning of the school year to build positive relationships.

Teachers	Qualifications	Role
Mrs Rachel Strong	B.Sc (Hons) P.G.C.E. (Primary), M. A. (Ed) Paediatric First Aid	Nursery Manager Deputy Head (Pastoral) DSL
Mrs Emma Gardner	B. A (Hons), P. G. C. E (Primary) Paediatric First Aid	Kinders Class Teacher
Mrs Jemma Tuck	B.A (Hons), P. G. C. E (Primary) Paediatric First Aid	Reception Class Teacher Reception Phase Lead
Miss Dawn Oram	B.A (Hons), M. A. (Ed), P. G. C. E (Primary)	Reception Class Teacher

	Paediatric First Aid	
Miss Lottie Adcock	B. Sc QTS Paediatric First Aid	Reception Class Teacher Forest School Teacher
Miss Beth Harrison	BA (Hons) Primary Education, QTS, MA (Ed) Paediatric First Aid	Forest School Teacher Cover Teacher
Mrs Bex Hunt	BA P.G.C.E (Primary) Paediatric First Aid	Kinders Class Teacher
Mrs Karen Rai	BA (Hons) M. Ed, P.G.C.E (Primary) Paediatric First Aid	Kinders Class Teacher
Nursery Nurses and Assistants		
Mrs Kate Sutton	BTEC Nat Dip (Level 3) Paediatric First Aid	Reception Practitioner
Miss Rachel Midwinter	Cache Level 3 Diploma Paediatric First Aid	Reception Practitioner
Mrs Carol Hill	BTEC Nat Dip (Level 3) Paediatric First Aid	Kinders Practitioner
Mrs Louise Carnduff	Early Years Professional Status (2008), PGCE (lower primary 1992) Paediatric First Aid	Kinders Practitioner
Mrs Suzanne Jackson	NVQ Level 3 (Early Years Care and Education BA (Hons) Early Childhood Studies EYPS Paediatric First Aid	Reception Practitioner
Miss Alison White	NNEB (Level 3) Paediatric First Aid	Reception Practitioner
Miss Rebecca Sargent	L3 Teaching Assistant (Loughborough College) Paediatric First Aid	Kinders Practitioner

10. Absence

We are required to promptly follow up on absences. If a child is absent for a prolonged time or we have not told us about the absence, we will attempt to contact the parents and alternative emergency contacts.

Our attendance procedures align with Working Together to Improve School Attendance and our school policy is available on the school website, providing full

information about our procedures, including our expectations of parents to report child absences via My School Portal (MSP).

11. Health and Safety

Paediatric first aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required. All staff in the early years classrooms hold a current paediatric first aid certificate. The list is displayed in the first aid room and in the nursery classroom.

Safer Eating

While children are eating, there will always be at least 1 member of staff supervising with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating and drinking. When eating, children will be seated safely in an appropriate chair and, where possible, in a designated eating space.

Before a child joins our setting, we will ask parents for information about:

- Dietary requirements
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time staff will check that the food meets all the requirements for each child.

All staff are aware of the symptoms and treatments for allergies and anaphylaxis and receive annual refresher training. They are taught about the differences between allergies and intolerances and that children can develop allergies at any time.

School will consult with parents to implement allergy action plans for their child (overseen by the school nurse team).

School will prepare food in a way that:

- Prevents choking.
- Meets each child's individual developmental needs.
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance

In the event of a choking incident that requires intervention, school will record details of the incident and inform the parents on the same day.

Accident or injury

School keep a written record of accidents or injuries and any first aid treatment. A first aid box and record book are available in Kinders and in the First Aid Room

incidents are recorded on iSAMS. Additional portable first aid kits are available for all trips and outings, including walks around the school site. There are two school nurses, and any serious injuries will be referred to a school nurse.

School will inform parents on the same day as, or as soon as reasonably practicable after, of any accident or injury sustained and the first aid treatment administered.

School will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

Medicines

Please see the administration of medicines policy for further information.

Staff should seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times.

Risk Assessments

At LGJS we take all reasonable steps to ensure staff and children are not exposed to risks. Please refer to our Risk Assessment Policy for detailed information.

The Deputy Head Pastoral/Nursery Manager prepares written risk assessments in relation to specific issues within EYFS and reviews them at least annually. These inform staff practice and demonstrate how risks are managed.

In addition to the risk assessments, there are daily visual checks (formal by site services and informal by classroom practitioners) to manage risks.

Additional risk assessments are prepared for trips and visits in accordance with the Trips and Visits Policy.

Intimate Care

Children's privacy and dignity will be respected during toileting and intimate care procedures. Appropriate supervision and safeguarding arrangements will be maintained at all times.

Please contact Mrs Strong (strongr@leicestergrammar.org.uk) to ask for a copy of our intimate care policy if you require additional information.