



# EYFS Policy

Date policy created: July 2026

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# 1. Aims

This policy aims to ensure that:

- Our school provides a broad, balanced and rich curriculum which enables every child to develop socially, physically, emotionally, intellectually and creatively to their full potential.
- Children in the EYFS are provided with rich, stimulating experiences that support their learning and development, taking into account individual needs, interests, and stages of development.
- All children are treated as individuals, and are valued and included irrespective of their gender, ability, ethnicity, culture, religion, home language, or family background.
- Children learn through a balance of adult-led and child-initiated activities, with a particular emphasis on learning through play.
- Children are kept safe and are safeguarded at all times, and that welfare requirements set out in the statutory framework are met.
- There is close partnership working between staff and parents/carers, to help children learn and develop, and to enable a shared approach to their care and education both at home and in our setting.
- All children make good progress and no child gets left behind, with early identification of and provision for children with special educational needs and disabilities (SEND).
- There is a smooth transition for children between home and our setting, between rooms/classes within the setting, and on to Year 1 or their next setting.
- Practice and provision in the EYFS is consistent, and that staff are well-trained and supported to deliver high-quality teaching and care.

# 2. Legislation

This policy is based on requirements set out in the [Early Years Foundation Stage \(EYFS\) statutory framework for group and school-based providers](#), published by the Department for Education, effective from 1 September 2026.

This document also reflects requirements from:

- The Childcare Act 2006
- The Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015)
- Keeping Children Safe in Education (updated annually)
- The Equality Act 2010

# 3. Structure of the EYFS

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At St. Giles' and St. George's Academy, our Early Years setting consists of Little Explorers from ages 2-3, Nursery from ages 3-4, and a Reception cohort, each led by a qualified Teacher/Early Years practitioner and supported by Teaching Assistants and apprentices.

Reception age children are admitted to school in the September following their fourth birthday. For Reception age children, the school day runs from 8.50am until 3.15pm

Children can join the Nursery aged cohort (3-4 years) in the September after their 3<sup>rd</sup> birthday.  
Children can join the Little Explorers cohort (2-3 years) the term following their 2<sup>nd</sup> birthday.

We offer the following places:

| 15 hours                                                                                                  | 30 hours funded<br>(Full School Day) |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------|
| Mon - Fri<br>AM 8:50 - 11:50 <b>or</b><br>PM 12:15 - 15:15 <b>or</b><br><b>2 full days and 1 half day</b> | Mon - Fri<br>8:50 - 15:15            |

If parents are not eligible for the government child care funding, children can still join our Little Explorers class, and each AM / PM (3hours) private hours session is charged at £15, sessions can be booked using the booking form.

Any child allocated 15 hours funding can pay for additional private hours wrap around sessions, this is charged at a rate of £15 per additional session.

Additional private paid hours wrap around sessions must be pre-booked for the term using the booking form in Appendix 4. Wrap around charges must be paid in full by the end of each half term and an invoice will be prepared accordingly.

Our Care Club is available before school from 7:30am and after school from 15:15 until 17:45, details of Care Club opening times and charges can be found in our Care Club Policy.

Invoices will be broken down for transparency to parents as follows:

- The free entitlement hours
- Additional private paid hours
- Food charges
- Non-food consumables charges
- Activities charge

### EYFS Staffing Ratios

At St Giles' and St George's we adhere to the qualifications and ratios set out in [The Statutory Framework for The Early Years Foundation Stage 2024](#), which are as follows:

For children aged two:

- There must be at least one member of staff for every 5 children.
- At least one member of staff must hold an approved level 3 qualification.
- At least half of all other staff must hold an approved level 2 qualification.

For children aged three and over, where a person with Qualified Teacher Status, Early Years Professional Status or Early Years Teacher Status is working directly with the 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, where a person with Qualified Teacher Status, Early Years Professional Status or Early Years Teacher Status is not working directly with the children:

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

- At least half of all other staff must hold an approved level 2 qualification.

Reception classes are subject to infant class size legislation, which is limited to 30 pupils per school teacher.

### Key Person

The children in Nursery and Little Explorers will be assigned a member of staff who will be their key person. The key person role is to support the transition into setting and is responsible for the overall care, development and learning of each child. They will work closely with the room leaders and teaching staff. In Reception, the key person will normally be the class teacher, supported by the class teaching assistant.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the [2021 statutory framework of the EYFS](#). The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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, as well as providing the firm foundations in order to succeed in the specific areas.

The prime areas are:

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

The four specific areas are:

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

In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life. As an academy which is part of Three Spires Trust our curriculum is for everyone, we strive to meet the needs of all children to allow them to flourish.



## 4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. We aim to support all children to become independent and collaborative learners. We provide a curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas in order to develop the foundations to achieve in the specific areas. These three prime areas can then be embedded and applied within the 4 specific areas.

Staff also take into account each unique child, 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.

Planning is also informed by the school's subject learning journeys. Each subject's expectations are mapped out through a spiral curriculum, starting from Nursery age to provide a clear progression of knowledge and skills throughout the school, which build upon each other

Little Explorers/ Nursery planning consists of:

- A long-term overview of areas
- A medium-term plan for each half term
- Weekly provision plans with links to specific vocabulary and learning

Reception planning consists of:

- A long-term overview of areas
- A medium-term plan for each half term
- Specific PowerPoints for subjects such as phonics and maths

The medium-term plan provides detail about the adult led teaching opportunities, skills to be taught and challenges set for the children throughout the week. It also contains detail of the independent opportunities that children will have each week to practise and consolidate their skills, both inside and outside.

When planning activities, staff will actively choose to avoid the use of screens wherever possible, particularly in Little Explorers and the Nursery classes, keeping screen use to an absolute minimum. In all of the EYFS classes, where adult-led teaching takes place, this will draw on the expertise and interaction of the teacher rather than relying on a screen.

## 4.2 Teaching

Through an enabling environment, each area of learning and development is implemented through planned, purposeful play, and a mix of adult-led, enhanced provision and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction and appropriate facilitation.

Where possible, learning is based on real life, hands-on experiences that are stimulating and engaging for the children and in our Early Years setting, children have the opportunity to learn outside as well as inside every day.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Below highlights a child's learning experiences in the EYFS to ensure that learning is revisited, consolidated and applied before moving on to new learning.



## Reception Theme Subject Journey



### Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

### Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

### Practise

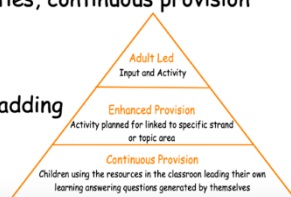
Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

### Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

### Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



## 5. Assessment

At St. Giles' and St. George's Academy, our assessment process for each age group is as follows:

### Little Explorers (2year olds and pre nursery)

- Baseline on entry (a range of observations through adult interaction)
- Early Communication Screening- inputted into a RAG spreadsheet
- Track a child within EYFS (4 chosen children)
- End of term assessments inputted into RAG Grid with professional discussion
- Observations covering the curriculum areas on Evidence Me
- Progress Check at Age 2

### Progress Check at Age 2

- When a child is aged between two and three, and usually coinciding with the Health Visitor completing the Healthy Child Programme health and development review, practitioners will review the child's progress and provide parents/carers with a short, written summary of the child's development. (See Appendix 5)

### Nursery

- Baseline on entry (a range of observations through adult interaction)
- Baseline on entry inputted into Arbor
- Early Communication Screening- inputted into a RAG spreadsheet
- Track a child within EYFS (4 chosen children)
- End of term assessment inputted into Arbor
- Draw a person assessment each term
- Observations covering the curriculum areas on Evidence Me

## Reception

- Reception baseline assessment
- Baseline on entry inputted into Arbor
- Early Communication Screening- inputted into a RAG spreadsheet
- Track a child within EYFS (4 chosen children)
- End of term assessment inputted into Arbor
- End of year ELG/GLD assessment sent to LA
- Observations covering the curriculum areas on Evidence Me

Our ongoing assessment is an integral part of the learning and development process. to identify each unique child level of achievement, interests and learning styles. We value the knowledge that staff have of each individual child, from their on-going interaction, facilitation, observation and purposeful collection of evidence. We ensure that staff communicate this understanding of each child effectively in order to gain an accurate assessment of each child.

Observations and evidence gathered helps staff to input children's levels on Arbor. This indicates whether children are 'Emerging', or 'Expected' within the three age bands of 0-3 years, 3-4 years and Reception. This is completed for all 17 areas of development.

Staff also meet to discuss the child as a whole and assess who is on-track and not on-track to get a Good Level of Development (GLD) each term. As a team, staff then identify individual barriers and next steps to addressing these. Staff are pro-active with this and ensure that this information is readily shared with parents/carers to provide opportunities for parental input and support.

At the end of the Reception year, 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, or
- Not yet reaching expected levels ('emerging')

If children have achieved all ELG's in all three prime areas, as well as literacy and maths, they are said to have a Good Level of Development (GLD).

The profile reflects ongoing observations and discussions with parents and carers. Staff also provide a short commentary about each child's skills and abilities in relation to the characteristics of effective learning on the end of year report. The results of the EYFS profile and the characteristics of learning are then shared with both parents and carers and the child's Year One teacher as part of our transition dialogue.

## 6. Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

Parents of all children entering EYFS in the next academic year will be invited to an Induction Meeting. This takes place in the Summer term and is a chance to meet their child's new teacher and other key staff and learn more about the Academy and our mission and vision.

Parents are provided with an induction booklet containing up to date information about:

- Staffing
- The school day
- Wraparound care
- Uniform
- The EYFS curriculum
- School meals

- School policies
- Parental involvement.

The children are given opportunities to come in to school to meet their new class teacher and other children in their class. They will spend sessions in their new class. The children will be welcomed by key staff and transition activities will be set up. This means that before they join their new class, the environment is already a familiar place to them. Arrangements are also made for the children's new class teachers to visit them in their current nursery and home settings. Personalised transition arrangements can be made on an individual basis between school and parents if needed.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar to them. Children have the opportunity to meet their new class teacher and spend sessions in their new class during the summer term, as well as their new teacher spending time with them in their current classroom, where they feel the most secure.

Handover meetings will take place between staff to pass on important and relevant information about the children including assessments, SEND and any safeguarding information.

## 7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development at termly parent's meetings. The progress reports, the sharing of observations and the EYFS profile helps to provide parents and carers 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 carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Staff are available at the beginning and end of each school day/session to speak to parents and appointments can be made if there are any issues or concerns to be addressed.

At the beginning of each academic year, parents are also linked up to their child's Class Dojo account. This enables them to see the positive dojos that the children are receiving and the reasons for these. It also provides effective and timely communication between staff and parents/carers.

Parents are invited to come into school on a number of occasions. Whole school celebrations such as Easter, Christmas nativities, sports days etc... but also for more specific time with their child's class. These include shine events where parents can be involved in their children's learning based on their current theme. We also offer a range of parents' workshops where parents have the opportunity to find out how we teach certain skills at school and how they can help their child at home, such as 'Phonics' and 'Developing Early Writing'.

## 8. Consumables

Government funding for the 15 or 30 hour entitlements does not cover consumables, so providers are able to ask parents to pay for these things and invoices will be broken down for transparency as follows:

- The free entitlement hours
- Additional private paid hours
- Food charges
- Non-food consumables charges
- Activities charge

Included within the free entitlement hours are:

- The Nursery Milk Scheme milk entitlement for all children under 5 of 1/3 pint per day
- The School Fruit and Vegetable Scheme entitlement for a fruit or veg snack, one per day (parents can provide their own if preferred)
- Fresh drinking water available all day

Parents are required to supply the following consumable items each day:

- Carrier bag/wash bag (for any wet/soiled clothes)
- Suncream
- Sleeping blanket (if applicable)
- 2 x spare clothe sets (underwear, socks, t-shirt, leggings/trousers, jumper)
- Wellies

A Consumables charge of £0.75 per day applies to cover toileting supplies listed below, alternatively parents can supply their own.

- Nappies
- Wipes
- Nappy Sacks

Lunchtime Meals are not included within the free entitlement hours. School meals are available to order at a cost of £2.75 per day, alternatively a balanced packed lunch can be provided from home. (See Food and Safe Eating for more details on what is safe, practicable and appropriate to bring in to school.)

EYFS Children have the opportunity to enjoy special activities from visitors into school, to make visits within the local community and to go on trips further afield. All of these activities are chargeable and details for any planned visitors or trip activities will be sent to parents in the prior half term.

## 9. Safeguarding and welfare procedures

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

In addition, all parents of Little Explorers, Nursery and Reception age children are expected to complete an 'Injury On Arrival' form if their child has a new injury which has occurred outside of school. (See Appendix 3) Forms are then uploaded to My Concern and monitored. These forms can be found at each EYFS classroom door, as well as the main school office and care club.

## 10. EYFS Food and Safe Eating

The EYFS Food and Safe Eating policy is based on requirements set out in [The Statutory Framework for The Early Years Foundation Stage 2021](#), the [Early Years Foundation Stage Nutrition Guidance 2025](#) and [Benedicts Law](#). This should also be used alongside the St Giles and St George's Healthy Eating Policy.

We have clear systems in place to keep all children with allergies safe. We work closely with parents to collect clear and, and this is communicated to all appropriate staff. St Giles and St George's academy will gather information about children's dietary requirements, allergies, and preferences before they start attending the setting. This information will be shared with staff to ensure meals are safe and appropriate for each child. Where required, individual healthcare plans are created, regularly reviewed, and carefully shared with relevant staff to ensure everyone is fully informed.

All EYFS staff and lunchtime support staff are Paediatric First Aid trained, and receive regular training to ensure they can recognise and respond promptly to allergic reactions, including anaphylaxis.

The school ensures that emergency medication, such as adrenaline auto-injectors (AAIs), is stored safely and is readily accessible when needed.

Food provided in school is carefully managed, with steps taken to avoid cross-contamination and to ensure that all allergen information is known, followed, and communicated effectively.

Food provided by St Giles and St George's Academy will be prepared hygienically, with consideration dietary requirements and different ages and developmental stages. This includes ensuring food is appropriately sized and textured to prevent choking hazard.

Staff closely supervise all eating times, supporting children to develop safe eating habits and good manners in a calm and positive environment.

At snack and lunch times, children will be supervised closely while eating, and seating arrangements will be appropriate for their age and size. Children in Nursery and Little Explorers will eat in their own lunch rooms, with a member of staff sat at each table to support. Children in Reception will eat in the school lunch hall with members of staff available to support. Each child will have a named placemat detailing any dietary requirements so that all staff supporting eating are aware.

Parents will also receive information regarding how to prepare food for lunchboxes and what is reasonable and practicable to provide from home as part of the Induction Pack.

## II. EYFS Sleep and Rest

At St Giles' and St George's Academy, we recognise that it is imperative that children get the rest and sleep they need for their cognitive, physical, and emotional development.

Our policy follows the advice from [The Lullaby Trust](#) and the current [Early Years Foundation Stage \(EYFS\) Statutory Framework](#). Safeguarding and Welfare Requirements, including the [Department for Education's explicit safer sleep requirements for children](#).

Whether a child does or does not require a sleep while they are at Little Explorers or Nursery will be discussed during home visits and settling-in sessions, between the parents/carers and the child's key person.

All EYFS staff who support a child sleeping or resting are aware of the procedures and responsibilities for supporting safer sleep, and at all times the child's safety, dignity and wellbeing is promoted.

### Sleep spaces and equipment

- Children sleep in their own separate sleep space, on a firm, flat surface- a mattress placed directly on the floor.
- All mattresses are firm, flat and waterproof, and meet the relevant British Safety Standards.
- Sleep pods, nest-style products, car seats, sofas, and buggies/prams are never used as a child's sleep space within the setting.

### Prior to sleep/rest time, staff will ensure:

- The child has had a nappy change with a fresh, clean nappy
- Outer clothing is removed (shoes, coats, thick cardigans with zips/buttons)
- The child has been fed and had a drink
- Bibs, dummy attachments, hair accessories etc. are removed
- The environment, equipment and sleeping materials are safe and free from hazards

- The room is the right temperature (not too hot/cold) and is ventilated appropriately

#### During sleep time, children are:

- Provided with their own individual, clean, lightweight, breathable bedding, tucked in firmly no higher than the shoulders
- Where a blanket is used, the child is placed feet-to-foot at the bottom of the mat, with the blanket tucked in
- Placed on their back to sleep
- Supported by their key person to sleep/rest
- Supervised continuously by sight and sound throughout the nap. In addition, practitioners carry out and record a physical check at least every 10 minutes (Appendix 6). The time the child sleeps and wakes is communicated to parents on collection
- Not left to sleep for longer than 1.5 hours; where a child is still asleep at this point, practitioners will gently "wake up the room" (turning on lights etc.) so children naturally begin to wake, rather than waking any child directly

#### Sleeping during outings

- If a child falls asleep in a buggy during an outing, they are transferred to their designated sleep space where possible on return to the setting

On arrival at school, children must be awake so that practitioners can assess that the child is well and has no existing injuries that we need to be made aware of. Children will never be forced to go to sleep. Sleep and rest time will be offered in Little Explorers after lunchtime; any child who does not want to sleep will be able to access other activities during rest and quiet times.

Children will never be forced to stay awake. If a child falls asleep outside of designated rest and sleep time, they are made comfortable and the sleep space and supervision requirements above are followed in full.

If a parent requests that their child does not sleep while at school, practitioners will encourage the child to access other activities during quiet and rest time, but will never prevent a child from falling asleep.

Safe Sleep posters are displayed in all EYFS rooms.

## 12. EYFS Toileting and Nappy Changing

The nappy changing and toileting policy aims to provide a clear framework to ensure the safety and dignity of all children who require developmental support with nappy changing, and at an appropriate time with toilet training. It is based on requirements set out in [The Statutory Framework for The Early Years Foundation Stage 2021](#) and [Preventing and Controlling Infections Guidance 2025](#). This should also be used alongside the St Giles' and St George's intimate Care Policy.

During transition visits parents/carers and staff will discuss each child's toileting stage, children that are not yet toilet trained will be supported at school with nappy changing and toilet training. Parents/Carers will complete the Intimate Care permission Form (Appendix 7)

Children will be changed in a designated area that allows for privacy while still ensuring they are within sight or hearing of other staff. Staff will follow the changing process outlined:

## EYFS Nappy Changing Process

- Wipe the mat with antibacterial spray and paper towel before use
- Ask child to lay on mat
- Staff put on disposable gloves (and apron if needed)
- Remove wet/soiled items and clean skin with disposable wipes as required
- Dispose of soiled items in nappy sack then dispose in nappy bin
- Remove gloves after disposing of soiled items and cleaning bottom
- Put on clean nappy (if required) and clothes
- Clean changing area using an anti-bacterial spray after each change
- Wash hands (staff and child)
- Complete the Daily Diary Entry changing record on Evidence Me
- Clean changing area at the end of each day

Staff will work in partnership with parents/carers to encourage and develop toileting skills, praising efforts and sharing progress regularly. Parents will be provided with information or signposted to support with toilet training when the child is ready and before they join the Nursery Class.

Nappy Changes will be recorded and communicated with parents.

## 13. Monitoring arrangements

Monitoring of the EYFS may be done by any member of staff, the SLT, EYFS lead or subject leaders. A monitoring overview will be provided to let staff know the focus of the monitoring.

Monitoring may be done in a range of ways: observations, learning walks, book scrutiny, Evidence scrutiny, data analysis.

Assessment judgements will be moderated termly by EYFS staff and across key stages and with other schools where possible. End of reception judgements will be moderated by the local authority every four years as part of a cycle of moderation visits.

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

| Statutory policy or procedure for the EYFS                                  | Where can it be found?                                                      |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Safeguarding policy and procedures                                          | See child protection and safeguarding policy on the school website.         |
| Procedure for responding to illness                                         | See health and safety policy on the school website.                         |
| Administering medicines policy                                              | See supporting pupils with medical conditions policy on the school website. |
| Emergency evacuation procedure                                              | See health and safety policy on the school website.                         |
| Procedure for checking the identity of visitors                             | See child protection and safeguarding policy on the school website.         |
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy on the school website.         |
| Procedure for dealing with concerns and complaints                          | See complaints policy on the school website.                                |

## Appendix 2. EYFS Planning Proformas

Long Term Overview of Areas Plan

|                      | Personal, Social<br>and Emotional | Communication<br>and Language | Physical<br>Development | Literacy | Maths | Understanding<br>the World | Expressive Arts<br>and Design | RE | Special<br>Times/Key<br>Events/Visitors |
|----------------------|-----------------------------------|-------------------------------|-------------------------|----------|-------|----------------------------|-------------------------------|----|-----------------------------------------|
| Autumn 1<br>About me |                                   |                               |                         |          |       |                            |                               |    |                                         |
| Autumn 2             |                                   |                               |                         |          |       |                            |                               |    |                                         |
| Spring 1             |                                   |                               |                         |          |       |                            |                               |    |                                         |
| Spring 2             |                                   |                               |                         |          |       |                            |                               |    |                                         |
| Summer 1             |                                   |                               |                         |          |       |                            |                               |    |                                         |
| Summer 2             |                                   |                               |                         |          |       |                            |                               |    |                                         |

Half Termly Topic/Question

|                                                     | Week 1<br>Date | Week 2 | Week 3 | Week 4 | Week 5 |
|-----------------------------------------------------|----------------|--------|--------|--------|--------|
| Question of the<br>Week and Key<br>Knowledge Points |                |        |        |        |        |
| Summary                                             |                |        |        |        |        |
| Physical<br>Development                             |                |        |        |        |        |
| Investigation Zone                                  |                |        |        |        |        |
| Fixed Role Play<br>Pet Shop                         |                |        |        |        |        |
| Text and Reading<br>Skills                          |                |        |        |        |        |
| English Writing<br>Focus                            |                |        |        |        |        |
| Speech and<br>Language                              |                |        |        |        |        |
| Maths Focus                                         |                |        |        |        |        |
| PSHE – Jigsaw                                       |                |        |        |        |        |
| Pen Pals                                            |                |        |        |        |        |
| Phonics                                             |                |        |        |        |        |
| Specific Areas                                      |                |        |        |        |        |

## Appendix 3: Injury on arrival form



### Injury on arrival form

|                                          |  |
|------------------------------------------|--|
| Full name of child                       |  |
| What is the injury?                      |  |
| Date of Injury                           |  |
| How did the incident occur?              |  |
| Where is the injury? (describe the area) |  |
| Parent signature                         |  |
| Date                                     |  |
| Staff Signature                          |  |
| Date                                     |  |

## Appendix 4: EY Session booking form

### EYFS Funded Hours Entitlement & Consumables Form

Child's name: \_\_\_\_\_ D.O.B \_\_\_\_\_

I am entitled to 15 Hours ☐ I am entitled to 30 Hours ☐

30 Hour Code: \_\_\_\_\_

Parent National Insurance number: \_\_\_\_\_

Please tick the required sessions here:



| Session                | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|--------|---------|-----------|----------|--------|
| AM<br>8:40am – 11:50pm |        |         |           |          |        |
| PM<br>12:15pm – 3:15pm |        |         |           |          |        |



**Consumables** (please delete as appropriate).

☐

I will provide my own nappies, wipes and nappy sacks /

☐

I prefer to pay the consumables rate of £0.75 per day for Nappy's  
Wipes, Nappy Sacks to be provided for my child.

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 5 - EYFS Two Year Old Progress Check Form

### EYFS Two-Year Progress Check



|                                                                                      |  |                 |  |                |  |
|--------------------------------------------------------------------------------------|--|-----------------|--|----------------|--|
| Child's Name:                                                                        |  | Date of Birth:  |  | Age in Months: |  |
| Date Started at Setting:                                                             |  | Hours per Week: |  | Key Person:    |  |
| Overview (Including links to the Characteristics of Effective Teaching and Learning) |  |                 |  |                |  |
|                                                                                      |  |                 |  |                |  |
| Communication and Language                                                           |  |                 |  |                |  |
|                                                                                      |  |                 |  |                |  |
| Personal, Social and Emotional Development                                           |  |                 |  |                |  |
|                                                                                      |  |                 |  |                |  |
| Physical Development                                                                 |  |                 |  |                |  |
|                                                                                      |  |                 |  |                |  |
| Child's Strengths, Interests and Areas for Support                                   |  |                 |  |                |  |
|                                                                                      |  |                 |  |                |  |
| Activities and Strategies for Future Development                                     |  |                 |  |                |  |
|                                                                                      |  |                 |  |                |  |
| Targeted Action Plan Attached                                                        |  |                 |  |                |  |
|                                                                                      |  |                 |  |                |  |
| Information from Other Agencies or Settings                                          |  |                 |  |                |  |
|                                                                                      |  |                 |  |                |  |
| Parent/Carers Comments                                                               |  |                 |  |                |  |
|                                                                                      |  |                 |  |                |  |
| Parent/Carer's Signature:                                                            |  |                 |  |                |  |
|                                                                                      |  |                 |  |                |  |
| Key Person Signature:                                                                |  |                 |  |                |  |
|                                                                                      |  |                 |  |                |  |
| Setting Name:                                                                        |  |                 |  |                |  |
|                                                                                      |  |                 |  |                |  |
| Date:                                                                                |  |                 |  |                |  |
|                                                                                      |  |                 |  |                |  |

Disclaimer: This resource is editable and can be adapted to meet the needs of different children. Twinkl cannot be held responsible for any changes made once a resource has been downloaded. Please be aware that this content may have been edited and therefore may no longer reflect our values.



Check each child every 10 minutes and record. Maximum sleep time 1.5 hours.

[illegible]

## Appendix 7 - Intimate Care Permission



### St. Giles' & St. George's Church of England Academy

St Paul's Road  
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Newcastle  
Staffs  
ST5 2NB

Telephone: 01782 917640

e-mail : office@stgg.org.uk

Website: www.stgilesstgeorgesacademy.co.uk

Dear Parent/Carer of .....

We will change the nappy of your child according to the process described below. A member of staff will be responsible for changing children at scheduled times throughout the day and in-between as required. The children will be changed in changing suite, which includes a walk-up changing station. There will always be more than one member of staff available during nappy changing times. All changes are recorded each week and this information will be verbally passed on to parents/carers at collection.

The procedure will be carried out as follows:

- Wipe the mat with antibacterial spray and paper towel
- Assemble items that will be required (wipes, nappy, etc)
- Place a nappy sack ready to receive soiled nappy
- Lay child on mat
- Put on disposable gloves and apron
- Remove soiled nappy and clean as required
- Dispose of soiled nappy in nappy sack that was previously prepared then yellow bin. ]
- Remove gloves after disposing of nappy and cleaning bottom
- Put on clean nappy
- Clean changing area using an anti-bacterial spray
- Wash hands
- Complete the Nappy Changing Record, including signature.

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#### Parental Consent

I agree to my child having their nappy changed as indicated above. I will supply all nappies, wipes and disposal bags as required for the changing of nappies for my child.

Signed .....

Parent/Carer of ..... Date .....

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