



# **Frays Academy Trust**

## **Early Years Policy**

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**Version 8.0**

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## Approval

|                                     |                    |
|-------------------------------------|--------------------|
| <b>Signed by Chair of Directors</b> |                    |
| <b>Date of Approval/Adoption</b>    | August 2026        |
| <b>Date of Review</b>               | <b>August 2028</b> |

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To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

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## 1 Our Vision for Early Years at Frays Academy Trust

At Frays Academy Trust, the Early Years Foundation Stage is a distinct and essential phase of education. It is where children develop the language, knowledge, relationships, physical control, independence and learning behaviours that enable them to thrive now and participate confidently in the next stage of education. Early Years is valued both for the quality of children's experiences, relationships and learning now and for the foundations it provides for later success.

Children enter our settings with different experiences, strengths and needs. We begin with an accurate understanding of the child in front of us while maintaining high expectations of what every child can achieve. All children are entitled to a broad, ambitious and inclusive curriculum, taught by knowledgeable adults who understand how young children learn.

Our curriculum is carefully sequenced from Pre-Nursery through Nursery and Reception. It makes clear the foundational knowledge, concepts, vocabulary and skills children need to develop over time. Where these foundations are not secure, practitioners provide timely teaching and support so that gaps are identified early and reduced wherever possible.

High-quality interaction and communication are central to our practice. Adults use the ShREC approach, alongside modelling, commentary, repetition and responsive scaffolding, to develop children's language, thinking and understanding. Staff pay close attention to both expressive and receptive language and use agreed screening and assessment approaches to identify children who may require additional support.

Assessment is proportionate and closely connected to teaching. Practitioners use what they observe, hear and understand about children to adapt teaching, strengthen routines and provide precise support. Particular attention is given to priority learners, including children entering below expectations, those experiencing disadvantage, children with SEND or communication needs, and those whose attendance or circumstances may reduce their access to the curriculum. We adapt how children are supported without narrowing the ambition or breadth of their experience.

Regular attendance, strong partnerships with families and carefully planned transition are integral to children's success. Our ambition is that every child leaves Reception as a confident, capable and increasingly independent learner, with secure foundations for Year 1. Preparation for the next stage does not mean formalising learning prematurely; it means ensuring that children have the knowledge, language, relationships and learning habits they need to succeed.

## 2 Legislative basis

This policy is based on [the Early Years Foundation Stage statutory framework](#) for group and school-based providers. It applies to all relevant Early Years provision within Frays Academy Trust.

The learning and development requirements are set out in Section 1 of the framework, the assessment requirements in Section 2, and the safeguarding and welfare requirements in Section 3. Requirements expressed as 'must' are mandatory. Where the framework uses 'should', our schools take the guidance into account and follow it unless there is a clear reason not to.

This policy should be read alongside the current Early Years Foundation Stage Profile Handbook, Reception Baseline Assessment guidance, Development Matters and the Trust and school policies listed later in this document.

Where legislation or statutory guidance changes, schools must follow the current requirement, whether or not this policy has yet completed its formal review cycle.

### 3 Scope of the Early Years Foundation Stage

The Early Years Foundation Stage covers children from birth until 31 August after their fifth birthday. Within Frays Academy Trust, children may enter Pre-Nursery provision from the age of two or Nursery provision from the age of three (where these are available), and Reception in the September following their fourth birthday.

The EYFS sets the standards for children's learning, development, care, safety and wellbeing. It provides:

- quality and consistency so that every child is supported to make progress;
- a secure foundation through appropriate curriculum planning, teaching and assessment;
- partnership between practitioners, parents, carers and other professionals;
- equality of opportunity and inclusive practice.

Children develop at different rates. Practice is shaped by the four EYFS principles: the unique child, positive relationships, enabling environments with teaching and support from adults, and the importance of learning and development. The framework applies equally to children with special educational needs and disabilities.

### 4 Roles and responsibilities

#### 4.1 The Board of Directors

The Board of Directors will:

- approve this policy and oversee its implementation;
- receive annual assurance about compliance with the safeguarding and welfare requirements in Section 3 of the EYFS statutory framework;
- ensure that significant risks or areas of non-compliance are addressed.
- receive an annual report on the quality, impact and priorities of Early Years provision, including outcomes and experiences for priority learners;

#### 4.2 The Frays Early Years Strategic Lead

The role of the Early Years Strategic Lead is:

- provide strategic leadership, support and professional development across the Trust;
- monitor the quality and consistency of Early Years education;
- support schools to improve provision and outcomes, particularly for priority learners;
- lead the annual EYFS Safeguarding and Welfare Compliance Audit, monitor resulting actions and report assurance to the Board;
- keep Trust guidance and practice under review in response to statutory change.

#### 4.3 The Headteacher

The role of the Headteacher is:

- ensure that the school meets the learning and development, assessment, safeguarding and welfare requirements of the EYFS;
- ensure that staffing, qualifications, ratios and deployment are safe and compliant;
- hold the Early Years Lead and staff to account for the quality of provision;
- ensure appropriate recruitment, induction, training and supervision;
- oversee the completion of the annual EYFS Safeguarding and Welfare Compliance Audit;
- ensure that statutory assessments are administered and reported correctly.
- ensure that Early Years is prioritised within whole-school improvement planning, professional development, staffing and resource decisions;

#### **4.4 The Early Years Lead**

The role of the Early Years Lead is:

- champion Early Years as a distinct and strategically important phase, ensuring that it is fully represented within the school's vision, improvement planning, professional development and wider life.
- lead an ambitious, inclusive and coherently sequenced curriculum;
- ensure that Trust curriculum expectations are implemented effectively and adapted appropriately to the school's context;
- monitor teaching, interaction, provision, assessment and outcomes;
- ensure early identification and timely support for children who need more;
- develop staff knowledge and practice through coaching, feedback and professional development;
- to risk assess and ensure day to day compliance with section 3 of the EYFS Framework – Safeguarding and welfare requirements.
- to complete the annual EYFS Safeguarding and Welfare Compliance Audit, provide supporting evidence and address identified actions promptly;
- work closely with families, the SENCO, leaders and relevant professionals;
- support successful transition into, through and beyond the Early Years.

#### **4.5 Early Years staff**

The role of our staff is:

- maintain high expectations for every child;
- understand and implement the Trust curriculum and agreed approaches;
- use assessment to adapt teaching and identify needs promptly;
- provide safe, responsive and inclusive care and education;
- fulfil their safeguarding responsibilities and engage in relevant training and supervision;
- work respectfully with families and other professionals.

### **5 The Early Years Curriculum**

The Frays Early Years curriculum is broad, ambitious and carefully sequenced from Pre-Nursery through Nursery and Reception. It identifies the important knowledge, concepts, vocabulary and skills children need to build over time.

The curriculum covers the seven interconnected areas of learning:

- communication and language;
- personal, social and emotional development;
- physical development;
- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

Learning is developed through direct teaching, high-quality interaction, stories, routines, shared experiences, purposeful play and continuous provision. The prime areas provide essential foundations for children's learning and participation across the curriculum.

Each stage of the Frays Early Years curriculum is valued and protected in its own right. Children are not hurried towards the expectations, content or structures of the next phase before these are developmentally appropriate.

In Pre-Nursery, provision prioritises secure relationships, communication, physical development, responsive care and confidence within familiar routines. In Nursery, children build on these foundations through increasingly sustained talk and play, growing independence and deliberate teaching across all seven areas of learning. In Reception, children continue to learn through

developmentally appropriate Early Years pedagogy, alongside daily stories, systematic synthetic phonics and carefully sequenced teaching of early writing and mathematics. They continue to benefit from the full breadth of play, interaction and provision across the seven areas.

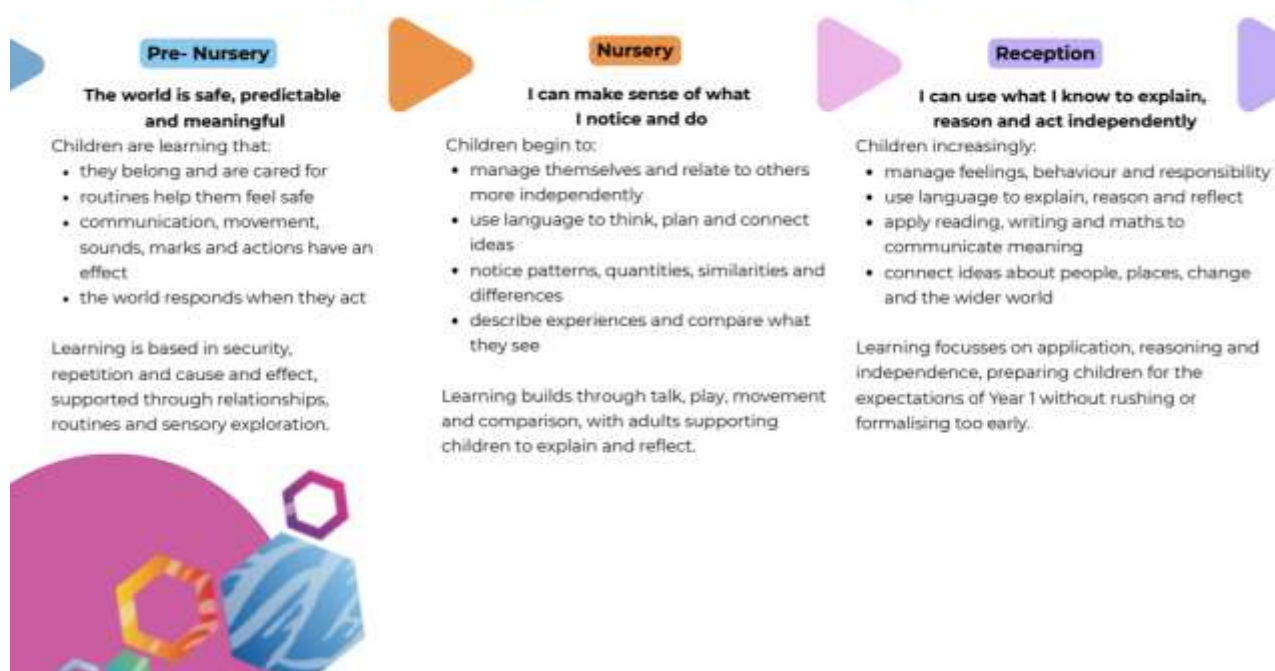
Preparation for Year 1 is achieved by securing the knowledge, language, relationships, independence and learning behaviours children need for future success. It does not mean importing Year 1 content, routines or levels of formality into Reception prematurely. Each year group retains its own curriculum priorities, identity and status while contributing coherently to children's progression across the Early Years.

Across the phase, children move from security, exploration and early communication towards increasingly independent application, explanation and reasoning. The curriculum also develops the characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically.

Foundational knowledge and skills are made explicit so that practitioners can recognise what is secure and where further teaching is needed. Concept vocabulary is deliberately selected and revisited across contexts, enabling children to progress from naming and noticing towards describing, explaining, reasoning and reflecting.

The Trust curriculum summary illustrates this progression. Supporting curriculum annexes set out how learning takes shape across the seven areas, the concept vocabulary progression and the foundational knowledge and skills expected at each stage.

## Conceptual Progression across the Early Years



## 6 Planning

The Trust's long-term curriculum provides a shared entitlement for all children. It identifies curriculum progression, foundational knowledge, key concepts and vocabulary and is designed to be inclusive from the outset.

Schools use this framework to create their own medium-term curriculum. They have autonomy over the texts, topics, lenses, experiences, visits and local connections through which the curriculum is taught. These choices should reflect the school's community and identity while preserving the ambition and progression of the Trust curriculum.

Short-term planning should be proportionate and useful. It should make clear what children are learning, how adults will support them and how teaching will respond to assessment.

Responsive or in-the-moment teaching complements the planned curriculum; it does not replace it. Practitioners may revisit knowledge, adjust language or resources, strengthen modelling or provide additional teaching in response to what they notice.

Continuous provision is a planned part of curriculum implementation. Indoor and outdoor environments enable children to explore, practise and apply learning with increasing independence. Resources and enhancements are chosen because they support identified learning, not simply because they match a topic or provide novelty.

Planning begins with the expectation that every child will participate fully. Where adaptations are needed, practitioners adjust language, routines, resources, representations or adult support without reducing children's curriculum entitlement.

## 7 Assessment

Assessment is proportionate, purposeful and closely connected to teaching. Practitioners build an accurate understanding of children through observation, interaction, discussion with families and what children demonstrate during teaching and play.

Assessment is used to:

- establish starting points;
- identify strengths and developing understanding;
- recognise gaps in foundational knowledge;
- identify developmental needs and barriers to participation;
- adapt teaching, interaction, routines and provision;
- plan and review additional support;
- support continuity between classes and phases;
- complete statutory assessment accurately.

Recording should be limited to information that supports children's learning, welfare or statutory requirements. Assessment does not require extensive collections of photographs or written observations.

Trust schools use agreed assessment and screening approaches to identify possible speech, language and communication needs, including receptive-language difficulties. Staff consider children's understanding, attention, interaction, vocabulary and expressive language and distinguish, as far as possible, between limited experience of English and an underlying communication need.

Concerns are acted upon promptly through appropriate teaching, discussion with families and the graduated approach of assess, plan, do and review. Support is reviewed for its impact on children's participation, understanding and independence.

Schools complete the statutory Progress Check at Age Two, Reception Baseline Assessment and Early Years Foundation Stage Profile where applicable. Assessment information is moderated and shared appropriately with families, receiving teachers and the local authority.

## **8 Teaching in the Early Years**

Teaching takes place throughout the day through a purposeful balance of:

- whole-class, small-group and individual teaching;
- high-quality interaction;
- stories, songs, rhymes and shared experiences;
- routines and care practices;
- adult-supported and child-led play;
- planned indoor and outdoor provision.

High-quality interaction is central to practice. Adults use the ShREC approach by sharing attention, responding, expanding children's language and thinking, and sustaining back-and-forth conversation. They also use modelling, commentary, repetition, recasting and carefully chosen questions.

Scaffolding enables children to take part in learning they cannot yet manage independently. Adults provide the least support needed and reduce it as children become more secure. Support may include modelling, visual prompts, gestures, sentence structures, rephrased instructions or adapted resources.

Play allows children to explore, represent experiences, practise knowledge, solve problems and develop ideas. Adults decide when to observe, join, model, extend or step back. Play does not replace explicit teaching; some knowledge and skills require direct explanation, demonstration and guided practice.

Everyday routines are also used deliberately to develop communication, independence, physical control, social understanding and mathematical thinking. This includes counting, subitising, comparing quantities, noticing change, composition, pattern and mathematical vocabulary.

## **9 Admissions**

Frays Academy Trust provides Early Years education from the age of two in some schools, from the age of three in school nursery provision and from Reception in all schools.

Each school publishes information about its provision, available hours, eligibility, application arrangements and admission criteria. Admission to a Trust Pre-Nursery or Nursery does not guarantee a Reception place.

Reception applications are made through the relevant local authority and determined through the school's published admission arrangements.

Before a child begins, schools gather relevant information from families, previous settings and professionals. Health, medical, SEND, dietary and care arrangements should be in place before admission wherever possible. Additional needs should result in appropriate planning and adaptation rather than a reduced entitlement to education.

## **10 Transition**

Transition is an ongoing process of building relationships, sharing information and establishing belonging. It includes entry into Early Years provision, movement between Early Years classes and transition from Reception into Year 1.

Schools work with families, previous settings, childminders and relevant professionals to understand each child's strengths, needs, experiences and successful strategies. Information gathered must be used to shape staffing, routines, provision and support.

Children are given appropriate opportunities to become familiar with new adults, spaces and routines. Some children require enhanced transition through additional visits, visual support, social stories, individual planning or closer communication with families.

Transition into Year 1 is planned jointly by Early Years and Key Stage 1 staff. It builds children's confidence, independence and familiarity with new expectations without formalising learning prematurely or removing purposeful play abruptly.

Receiving teachers are given clear information about what children know and can do, any foundations requiring further development, and the support and adaptations that have been effective.

Detailed expectations are contained in the Trust's Transition Guidance across EYFS and Year 1.

## **11 Attendance**

Regular attendance and punctuality support children's learning, wellbeing, relationships and sense of belonging. The Trust promotes strong attendance habits from the beginning of a child's Early Years journey, including before compulsory school age.

The school's Attendance Policy applies to Early Years provision and is shared with families. It explains how absences should be reported and the action taken where absence is unexplained or prolonged.

Schools monitor attendance and punctuality, identify emerging patterns and work with families to understand and address barriers. Children returning after absence are supported to reconnect with important relationships, routines and learning.

Unexplained or prolonged absence is followed up promptly. Schools attempt to contact parents or carers and alternative emergency contacts and consider the child's vulnerability and wider circumstances. Safeguarding concerns are referred in accordance with local procedures.

## **12 Safeguarding and Welfare**

Safeguarding and children's welfare underpin every aspect of Early Years provision at Frays Academy Trust. Children learn and develop most effectively when they feel safe, secure and understood; when their physical and emotional needs are met; and when they experience consistent, responsive relationships with adults.

All Trust schools comply with the safeguarding and welfare requirements of the current Early Years Foundation Stage statutory framework and with the Trust's wider safeguarding, health and safety, recruitment and employment policies.

Safeguarding is the responsibility of every adult working within Early Years. Practitioners know the children in their care well and remain alert to changes in their:

- appearance, health or physical presentation;
- behaviour, mood or emotional wellbeing;
- communication, play or relationships;
- attendance or punctuality;
- development or engagement in learning;
- interactions with adults and other children.

### **12.1 Child Protection**

The school's Child Protection Policy applies fully to all Early Years provision.

Young children may communicate distress, harm or unmet need through their behaviour, play, appearance, attendance, relationships or changes in development, rather than through a clear verbal

disclosure. Staff must therefore know the children in their care well and remain alert to all forms of verbal and non-verbal communication.

All Early Years staff receive safeguarding and child-protection training that enables them to:

- recognise signs of abuse, neglect, exploitation or harm;
- understand the particular vulnerabilities of young children;
- respond appropriately to a disclosure or concern;
- record concerns accurately and promptly;
- share information with the Designated Safeguarding Lead without delay;
- understand the relationship between attendance, family circumstances, development and safeguarding;
- follow procedures relating to allegations or concerns about adults.

Safeguarding concerns must be acted upon immediately in accordance with the school's Child Protection Policy. Staff must not wait for a supervision meeting, assessment point or further evidence before reporting a concern.

Parents and carers are informed about the setting's safeguarding responsibilities and procedures, except where doing so may place a child at greater risk or compromise a safeguarding process.

## **12.2 Safeguarding training**

All Early Years practitioners complete safeguarding and child-protection training annually in accordance with Trust expectations and Keeping Children Safe in Education.

Practitioners also complete Early Years-specific safeguarding training, consistent with the criteria in Annex C of the EYFS statutory framework, at least every two years. This includes Early Years specific training regarding child-on-child sexual abuse.

The Designated Safeguarding Lead provides ongoing support, advice and guidance. Additional updates or refresher training are provided where required in response to statutory or procedural changes, identified needs or concerns arising within the setting.

## **12.3 Whistleblowing**

The Trust's Whistleblowing Policy applies to all staff, students and volunteers working within Early Years provision. All adults are expected to raise concerns about poor or unsafe practice. This includes practice that may compromise children's safety, wellbeing, dignity, learning, development or inclusion, even where it does not relate to a specific safeguarding allegation.

The Trust's procedures explain:

- when and how concerns should be reported;
- the person or persons to whom concerns should be raised;
- how concerns will be recorded and considered;
- the process followed after a concern is reported;
- how concerns may be escalated where they have not been addressed appropriately.

Leaders ensure that staff, students and volunteers understand these procedures, feel able to raise concerns and know that genuine concerns will be taken seriously.

Where an individual feels unable to raise a concern within the Trust, or believes that a genuine concern has not been addressed, they should use an appropriate external route. This may include the NSPCC whistleblowing advice line, Ofsted's complaints procedure or the Government's whistleblowing guidance.

## **12.4 Suitable People**

The Trust's Safer Recruitment and Selection Policy applies to all staff, students and volunteers working within Early Years provision.

Schools ensure that all adults are suitable for their roles, have the required qualifications and training, and have completed all applicable identity, enhanced criminal-record, barred-list and overseas checks.

Staff must have sufficient understanding and use of English to safeguard children, maintain required records, understand instructions, communicate with families and professionals and summon emergency assistance.

At least one written reference is obtained before a person is recruited. Except for occasional supervised volunteers who meet the statutory exemption, individuals must not begin working or volunteering until the required checks have been received, and no person whose suitability has not been checked may have unsupervised contact with children. Staff and prospective staff must disclose any information that may affect their suitability to work with children. Schools maintain secure records of qualifications, references and vetting checks, act promptly where concerns arise and make referrals to the Disclosure and Barring Service where required.

## **12.5 Staff Qualifications and Development**

Children are entitled to be cared for and taught by adults who have the knowledge, skills, qualifications and professional support required to fulfil their roles effectively. Headteachers ensure that staffing arrangements meet statutory qualification and ratio requirements. They also consider the wider needs of the cohort, including children's ages, SEND, medical needs, communication needs and levels of independence, when determining staffing and deployment.

### **12.5.1 Recruitment and Induction**

Early Years staff are recruited and vetted in accordance with the Trust's safer-recruitment procedures.

Before taking full responsibility within the setting, new staff receive an induction appropriate to their role. This includes:

- safeguarding and child-protection procedures;
- the Staff Code of Conduct and whistleblowing arrangements;
- children's medical, dietary, SEND and safeguarding needs;
- safe eating, allergies and emergency procedures;
- supervision and deployment expectations;
- intimate-care procedures where relevant;
- the Early Years curriculum, routines and approaches to teaching;
- assessment and record-keeping expectations;
- use of mobile phones, cameras and images;
- health and safety, fire and evacuation procedures.

Induction should include opportunities to observe effective practice, work alongside experienced colleagues and receive feedback. Leaders check that staff understand and can apply key procedures rather than relying solely on the completion of an induction checklist.

Students, apprentices, volunteers and temporary staff receive an appropriate induction before working with children.

### **12.5.2 Professional Development and Support**

Leaders provide professional development that improves the quality of children's experiences and outcomes.

This may include:

- Trust or school training;
- coaching and mentoring;

- observation and feedback;
- team teaching;
- professional discussion;
- moderation;
- engagement with external expertise;
- opportunities to observe effective practice in other settings.

Professional development should lead to identifiable improvements in practitioners' knowledge and practice. Leaders monitor how training is applied and provide further support where practice remains inconsistent or insecure.

Staff share responsibility for their professional development by engaging actively with training, reflecting on their practice and seeking support where they are unsure.

### **12.5.3 Staff Supervision**

All Early Years staff receive an individual supervision meeting with their line manager at least once each term.

Supervision provides an opportunity to discuss children's welfare and development, safeguarding and professional practice, support for children and families, staff wellbeing, professional development and any concerns about working practices or the conduct of others. Clear actions and support are agreed and recorded using the Trust's supervision form.

Supervision does not replace immediate action. Safeguarding, welfare, medical or conduct concerns must be reported as soon as they arise.

### **12.5.4 Key person**

Each child is assigned a key person to ensure that the child's care and learning are responsive to their individual needs, supports them to settle into the setting and builds an effective relationship with their parents or carers. The key person also helps families to engage with appropriate specialist support where required.

In Reception, the key person will usually be the child's class teacher. In Pre-Nursery and Nursery, each setting determines key-person arrangements according to its staffing structure, the needs of the children and the importance of continuity in relationships. Children and their parents or carers are informed clearly who the key person is.

## **12.6 Staffing and Ratios**

Staffing arrangements must meet children's needs, ensure their safety and comply with statutory qualification and ratio requirements. Children must usually remain within both sight and hearing of staff and must always remain within at least sight or hearing. While eating, children must be within both sight and hearing of staff.

Statutory ratios are minimum requirements. Headteachers also consider the needs of the cohort, the environment, snack or lunchtimes, transitions, SEND, medical and intimate-care needs, staff competence and the need for high-quality interaction.

The following table reflects the requirements applying to academy Early Years provision from September 2026. The ratio requirements below apply to the total number of staff available to work directly with children, across the whole provision, not just each room.

For appointments to a role commencing on or after 1 September 2027, class teachers must hold Qualified Teacher Status (QTS) or be working towards QTS through a recognised route, unless a statutory exemption applies.

To count within the statutory ratios at Level 3, staff holding an Early Years Educator qualification, and staff approved to count at Level 3 through the experience-based route, must also hold a suitable Level 2 qualification in English.

| Provision                                | Minimum statutory ratio with qualification and staffing conditions                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children aged two                        | <p>1:5</p> <ul style="list-style-type: none"> <li>At least one member of staff must hold an approved Level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.</li> <li>At least half of all other staff must hold an approved Level 2 qualification.</li> </ul>                                                                                            |
| Nursery-age children aged three and over | <p>1:13</p> <ul style="list-style-type: none"> <li>a person with QTS, EYTS, EYPS, instructor status or suitable overseas-teacher status is working directly with children.<br/><i>This qualifying person is expected to work directly with children for the vast majority of the time.</i></li> <li>At least one other member of staff must hold an approved Level 3 qualification or approved experience-based-route status.</li> </ul> |
|                                          | <p>1:8</p> <ul style="list-style-type: none"> <li>At least one member of staff must hold an approved Level 3 qualification or approved experience-based-route status.</li> <li>At least half of all other staff must hold an approved Level 2 qualification.</li> </ul>                                                                                                                                                                  |
| Reception classes                        | <p>No more than 30 pupils per school teacher</p> <ul style="list-style-type: none"> <li>A class teacher with QTS</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>A class teacher deemed suitable by the Headteacher with at least a full and relevant L3 qualification</li> </ul>                                                                                                                                            |
| Mixed Reception and younger-age groups   | <p>Ratio determined using all relevant statutory ratios and the needs of the children</p> <p>The school must also comply with infant-class-size requirements and requirements applying to children of compulsory school age.</p>                                                                                                                                                                                                         |

#### 12.6.1 Class teachers without QTS

Frays Academy Trust may authorise a suitably qualified and experienced person without QTS to teach an EYFS class. This may include an experienced NNEB or other practitioner holding a full and relevant Level 3 qualification. The person must be formally deployed as the teacher for the class.

Before authorising the arrangement, the Headteacher must be satisfied that the person:

- hold a fully relevant and approved level 3 qualification
- be recognised by the Headteacher as professionally competent and knowledgeable
- have a commitment to continued professional development
- meet the roles and responsibilities outlined on a class teacher job description and personal specification
- be paid on the 'Unqualified Teacher' pay scale as agreed with the CEO
- receives appropriate induction, supervision, professional development and performance management.
- For appointments to teaching roles commencing on or after 1 September 2027, the person must hold QTS or be working towards QTS through a recognised route, unless a statutory exemption applies.

#### 12.6.2 PPA and Other Cover

- Reception
  - An instructor or coach can lead whole class physical education or music lessons.
  - A member of staff deemed suitable by the Head with at least a full and relevant L3 qualification.

- If both class teachers are not in the setting, a combination of PE or Music Instructor and a suitable member of staff would be the preferred model of cover.
- Nursery
  - Supply cover with QTS = staff: child ratio of 1:13
  - A suitable person + half of remaining staff must hold a full and relevant L2 qualification = staff: child ratio of 1:8
- Pre-Nursery
  - A person deemed suitable by the Head with at least a full and relevant L3 qualification + half of remaining staff must hold a full and relevant L2 qualification = staff: child ratio of 1:5 for 2-year-olds, 1:8 for 3-year-olds

### 12.6.3 Requirements for staff providing cover

Suitable persons must:

- hold at least a full and relevant Level 3 qualification
- be on Support Staff Pay Scale 6
- have included in their job description:
  - Duties and Responsibilities:
    - To cover and lead class teaching (under supervision) as and when appropriate
    - Direct the work, where relevant, of other adults in supporting learning
- have specific performance appraisal targets alongside supervision and continued professional development that improves their knowledge and abilities around whole class teaching
- attend training days in line with their continuous developmental training needs

In addition to this, the Headteacher can provide evidence that the quality of provision in the setting remains consistently strong when cover is delivered by this member of staff.

In Nursery and Pre-Nursery, an HLTA or other suitably experienced member of staff may provide cover where all applicable qualification and ratio requirements are met. In Reception, support staff may assist with or carry out specified work under appropriate direction and supervision, but do not count as the school teacher for infant-class-size purposes. Any person appointed by the Trust as an unqualified class teacher must be employed in a teacher role and meet the requirements set out above.

### 12.7 Paediatric First Aid

At least one person with a current paediatric first aid (PFA) certificate must be on the premises and available at all times when Early Years children are present. A suitably qualified paediatric first aider must also accompany children on outings.

While children are eating, including during snacks, lunchtime and wraparound provision, a member of staff with a current PFA certificate must be present in the room, preferably sitting and facing the children as they eat.

PFA training must:

- cover a full course consistent with the requirements set out in the statutory framework;
- be relevant to the care of young children; and
- be renewed at least every three years.

Headteachers must consider the number and needs of children, staffing arrangements and the layout of the premises when deploying paediatric first aiders, so that an appropriately trained member of staff can respond quickly in an emergency.

Staff who obtained an approved Level 2 or Level 3 qualification after 30 June 2016 must obtain a PFA qualification within three months of starting work before they can continue to be counted within the statutory ratios at that qualification level. Staff completing the experience-based route must hold a current PFA qualification before being counted within ratios at Level 3.

A list of staff who hold a current PFA certificate, or copies of their certificates, will be made available to parents and carers.

## **12.8 Health and Care**

Frays schools promote children's physical health, emotional wellbeing and understanding of healthy choices. Our Trust First Aid, Health and Safety, Intimate Care, and Supporting Children with Medical Conditions policies, alongside our policy for Children with Health Needs Who Cannot Attend School, all apply to our early years settings

Children are supported, in developmentally appropriate ways, to understand and participate in routines relating to:

- handwashing and personal hygiene;
- oral health;
- toileting and intimate care;
- healthy eating and drinking;
- physical activity and rest;
- dressing appropriately for weather and activity;
- communicating when they feel unwell, uncomfortable or need help.

Care routines are treated with dignity and respect. They are also recognised as important opportunities to develop communication, independence, physical control and secure relationships.

### **12.8.1 Medical and Dietary Information**

Before a child is admitted, schools gather relevant information from parents and carers about:

- medical conditions;
- allergies and intolerances;
- dietary requirements and preferences;
- medication;
- physical or sensory needs;
- intimate-care requirements;
- any other information required to keep the child safe and well.

Information is shared with staff who need it to fulfil their responsibilities. Relevant care plans and risk assessments are completed before the child starts wherever possible and are reviewed regularly with parents, carers, health professionals and all staff involved in the preparation and handling of food, if applicable.

Staff receive the training required to understand and respond to children's individual medical and health needs.

### **12.8.2 Safer Eating Responsibility**

At any point in the day where children are eating or drinking, the school must clearly identify who is responsible for ensuring that the food and drink provided meets each child's individual dietary and health needs.

A member of staff with a valid paediatric first aid certificate must always be present, alert, and within sight and sound of children while they are eating, including during lunchtime and wraparound care.

### **12.8.3 Managing Allergies and Intolerances**

If a child has an allergy or intolerance:

An individual allergy plan must be in place, developed in collaboration with parents/carers and, where appropriate, health professionals.

The plan must be kept up to date and shared with all relevant staff.

Staff must be trained to:

- Recognise the symptoms and treatments for allergies and anaphylaxis.
- Understand the differences between allergies and intolerances.
- Be aware that children can develop allergies at any time.

Schools should refer to the BSACI Allergy Action Plan for guidance as well as the Trust Allergy Policy.

#### **12.8.4 Children Not Yet Eating Solid Food**

For children who are not yet eating solid food:

- A care plan must be in place, with ongoing discussions with parents/carers about the child's stage of weaning and familiar textures.
- No assumptions should be made based on age alone.
- If school meals are provided, food must be prepared appropriately for the child's developmental stage, with support from parents/carers to help the child progress at their own pace.

#### **12.8.5 Preventing Choking**

To minimise the risk of choking:

- Food must be prepared safely, following [food safety](#) and [choking prevention](#) guidance.
- Children should be seated in appropriately sized low chairs in a designated eating space with minimal distractions.
- Children must always be within sight and hearing of staff while eating.
- Staff should be alert and attentive, as choking can be silent.
- Where possible, staff should sit facing children to monitor eating, prevent food sharing, and respond quickly to allergic reactions or choking.

#### **12.8.6 Responding to Choking Incidents**

If a choking incident occurs that requires intervention:

- The incident must be recorded, including where and how the child choked.
- Parents/carers must be informed.
- The cause must be identified, and appropriate preventative measures put in place.

Records will be reviewed periodically to identify trends or recurring risks, and appropriate action must be taken to address any concerns.

#### **12.8.7 Sleep and rest**

Frays settings do not routinely provide planned sleep sessions. However, some children may need to sleep or rest because of their individual developmental, medical or personal circumstances.

Where a child appears tired, staff should, wherever possible, guide them while awake to a quiet, safe and comfortable area away from active play. If a child falls asleep unexpectedly, staff assess the safest way to move or position them on a clean, safe and comfortable surface without leaving them unattended.

Any child who sleeps must:

- be able to lie down safely and comfortably on a clean, suitable surface;
- remain away from active play, walkways and other hazards;
- remain within sight and hearing of staff;
- be checked regularly by an identified member of staff;
- never be left alone in a room.

Parents and carers are informed when their child has slept during the session.

Where sleeping becomes a regular occurrence, the setting agrees an individual care plan with the child's parents or carers. The plan considers:

- the child's developmental, health and emotional needs;
- the circumstances in which the child may need to sleep;
- safe supervision and checking arrangements;
- how and when the child will be woken, where appropriate;
- the effect of sleep on the child's participation and wellbeing;
- whether advice from a health professional is required.

Where tiredness may be connected to routines or disrupted sleep at home, staff work sensitively with the family and, where helpful, provide or signpost appropriate advice. The aim is to support the child to receive sufficient rest and participate fully in their Early Years' experience.

## **12.9 Premises and Risk Assessment**

The Trust's Health and Safety Policy applies fully to Early Years provision.

Each setting must maintain an overarching risk assessment covering indoor and outdoor areas, toilets and care spaces, entrances and exits, equipment, resources, substances, routines and activities. It must identify foreseeable hazards, control measures, required checks and responsible staff, and be reviewed regularly and whenever circumstances change. Each setting uses the Trust's Early Years risk-assessment template as a starting point and adapts it to reflect its own environment, cohort, routines, **resources** and activities.

A recorded daily safety and hygiene check must be completed before children enter. This includes checking that:

- indoor and outdoor areas are clean, secure and safe;
- toilets and handwashing facilities are clean and appropriately stocked;
- equipment and resources are safe and suitable;
- hazardous substances and unsuitable items are inaccessible;
- entrances, exits, boundaries and fire routes are secure;
- temporary hazards, weather and ground conditions have been considered.

Any area, resource or activity that cannot be made safe must not be used. Staff remain responsible for identifying and responding to changing risks throughout the day.

Banned dog breeds, including the XL Bully type, must not be present on premises used for Early Years provision, even where the owner holds a certificate of exemption.

## **12.10 Behaviour and Relationships**

The school's Behaviour Policy applies to Early Years provision and is implemented in a developmentally appropriate way.

Young children are learning how to understand feelings, communicate needs, manage impulses, build relationships and respond to boundaries. Adults recognise that self-regulation develops through secure relationships and co-regulation before it becomes increasingly independent.

Practitioners support positive behaviour by:

- establishing warm, respectful and predictable relationships;
- teaching routines and expectations explicitly;
- using clear, consistent and developmentally appropriate boundaries;
- recognising and naming emotions;
- helping children communicate needs and feelings;
- modelling calm and respectful responses;
- supporting children to resolve conflict and repair relationships;
- adapting expectations and support in response to individual needs;

- recognising behaviour as possible communication of an unmet need.

Consequences should be proportionate, meaningful and appropriate to the child's age and understanding. Practices that shame, humiliate, isolate unnecessarily or remove children from learning for prolonged periods are not acceptable.

Where behaviour is persistent, distressed or significantly affects the child's participation or safety, staff seek to understand the underlying factors. These may include:

- communication and language needs;
- SEND or sensory differences;
- anxiety, trauma or change;
- medical or developmental needs;
- difficulties with routines or transitions;
- unmet physical or emotional needs;
- limited prior experience of group settings.

Support is planned with parents and carers and, where appropriate, the SENCO, Inclusion Lead or external professionals.

Any use of physical intervention must be necessary, reasonable and proportionate, and must follow the Trust's Physical Intervention Policy. Incidents are recorded and shared with parents and carers in accordance with policy.

#### **12.11 Special educational needs and disability (SEND)**

The Trust's SEND Policy and each school's SEND Information Report apply fully to Early Years provision.

The Trust is committed to early identification, inclusive practice and timely support. Children do not need a formal diagnosis before adults respond to an emerging need.

All practitioners are responsible for noticing when a child:

- finds it difficult to understand or participate in learning;
- is not making expected progress despite appropriate teaching;
- has difficulties with communication, interaction, regulation or independence;
- requires substantially more support than peers;
- has a physical, sensory, medical or developmental need that affects access;
- demonstrates persistent patterns that may indicate an unmet need.

Concerns are discussed promptly with parents and carers and shared with the SENCO or Inclusion Lead. Schools use the graduated approach of assess, plan, do and review.

Support is based on a clear understanding of:

- the child's strengths;
- the precise barrier or need;
- the provision or adaptation required;
- the intended impact;
- how progress and participation will be reviewed.
- Provision may include:
  - adjustments to language, routines or the environment;
  - visual and practical support;
  - increased modelling, repetition and interaction;
  - focused individual or small-group teaching;
  - adapted resources or methods of communication;
  - support for sensory or physical access;
  - advice or involvement from specialist professionals.

Children with SEND remain entitled to the full breadth and ambition of the Early Years curriculum. Adults adapt how children access and demonstrate learning rather than unnecessarily reducing what they experience.

Targeted support should complement high-quality everyday teaching and should not routinely remove children from valuable play, relationships or curriculum experiences.

Schools work closely with families and relevant professionals to ensure that support is coordinated and reviewed. Enhanced transition planning is provided when children enter the setting, move between year groups or transfer into Year 1.

#### **12.12 Information and record keeping**

The Trust's Data Protection Policy, Information Security Policy and Privacy Notices apply to our early years settings. Records are managed and retained or destroyed in accordance with our Records Management Policy and Schedule.

#### **12.13 Mobile Phones and Online Safety**

Staff, including in early years, are not permitted to use their personal mobile phone, while children are present/during contact time. Use of personal mobile phones must be restricted to non-contact time, and to areas of the school where pupils are not present (such as the staffroom). This includes volunteers, contractors and anyone else otherwise engaged by the school.

There are very limited circumstances in which it is appropriate for a member of staff to have use of their phone during contact time for personal reasons. For instance (this list is non-exhaustive):

- For emergency contact by their child, or their child's school
- In the case of acutely ill dependents or family members

The Headteacher will decide on a case-by-case basis whether to allow special arrangements. If special arrangements are not deemed necessary, school staff can use their school office number as a point of emergency contact.

As a Trust we also have a Monitoring and Filtering Policy to ensure that only appropriate age-related content is available to our children. In addition, all our staff and users of our Network must agree to our IT Acceptable Use Agreement and adhere to our Mobile Phone Policy.

#### **12.14 Children's screen use**

Schools have regard to current [Department for Education guidance on children's screen](#) use in Early Years settings.

Screen use, whether through whole-class interactive whiteboards or individual devices, must be purposeful, developmentally appropriate and suitably supervised. Technology is used to support a clear learning purpose and should not become a passive or default activity.

Screen use must not routinely replace high-quality interaction, physical activity, outdoor learning, creative play, shared reading or opportunities for rest.

Where technology is used as an adjustment, communication aid or assistive tool for a child with SEND, its use is based on the child's individual needs and any agreed support plan.

#### **12.15 Images and Recordings**

Photographs, video and audio recordings may be used for legitimate educational, assessment, communication or safeguarding purposes.

Images and recordings must:

- be taken only on approved school equipment;

- have a clear and appropriate purpose;
- respect children's dignity and privacy;
- be stored securely on approved systems;
- be accessed only by authorised staff;
- be retained only for as long as required;
- be deleted securely when no longer needed;
- be used in accordance with parental permissions and Trust policy.

Staff must not take or store images of children on personal devices. Further information is available in the IT Acceptable Use Agreement.

Images used publicly, including on websites, newsletters or social-media accounts, must be selected and published in accordance with school permissions and data protection requirements. Children should not ordinarily be identified by their full name alongside an image. Images should never compromise a child's dignity or be taken merely to demonstrate that an activity occurred.

Parents and carers are informed about the school's use of images and recordings and about expectations when attending school events.

### 13 Complaints

We will investigate all written complaints relating to early years, and notify the complainant of the outcome within **twenty-eight (28) calendar days** of receiving the complaint as set out in the [Statutory framework for the early years foundation stage](#). The school will keep a record of the complaint and make this available to Ofsted on request. We will usually follow the procedures set out in our Complaints Policy but in line with the timeframe for Early Years complaints.

If parents/carers are not satisfied with our response, they can contact Ofsted by calling 0300 123 4666 or by emailing [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

Schools will notify parents and carers if they become aware that they are to be inspected by Ofsted. Schools will also supply a copy of the inspection report card to parents and carers of children attending the setting on a regular basis.

### 14 Partnerships with Parents and Carers

Parents and carers are children's first and most enduring educators. Strong, respectful partnership between home and school supports children's wellbeing, attendance, learning and development.

Schools build relationships with families from the point of admission and maintain clear, accessible and two-way communication throughout the Early Years.

Parents and carers are supported to understand:

- the Early Years curriculum and how young children learn;
- the importance of talk, play, stories and shared experiences;
- expectations for regular attendance and punctuality;
- how phonics, early reading, writing and mathematics are taught;
- the importance of independence, routines and self-care;
- their child's strengths, progress and next steps;
- how to raise a concern or seek additional support.
- Families are given regular opportunities to share:
  - information about their child's experiences, interests and development;
  - home language and cultural knowledge;
  - medical, dietary or care needs;
  - concerns about communication, behaviour, learning or wellbeing;
  - changes in family circumstances;

- strategies that are successful at home.

Communication is adapted where needed so that all families can participate. This may include translated information, visual support, interpreters, telephone contact or individual meetings.

Schools offer a planned range of communication and engagement opportunities, which may include:

- transition meetings and visits;
- home visits or individual starting meetings;
- parent consultations;
- curriculum, phonics or mathematics workshops;
- stay-and-play or shared-learning sessions;
- regular informal communication;
- written reports;
- opportunities to contribute to transition and SEND planning.

Parents and carers are informed promptly where there are concerns about a child's development, attendance, health, wellbeing or progress. Staff explain the evidence, listen to the family's perspective and agree appropriate next steps.

Partnership should be purposeful rather than dependent on the number of events offered. Leaders consider whether families understand key messages, feel able to contribute and know how to access support.

## 15 The Learning Environment

Indoor and outdoor environments are an integral part of the curriculum. Resources are selected and organised to support exploration, sustained play, communication, reading, writing, mathematics, physical development, creativity and independence.

Resources should:

- reflect intended curriculum learning;
- be accessible and inclusive;
- develop progressively across the year and phase;
- reflect children's families and communities respectfully;
- introduce children to experiences beyond those already familiar to them;
- avoid discrimination, tokenism and stereotyping;
- be safe, well maintained and suitable for their purpose.

Open-ended and familiar resources allow children to develop ideas over time. Enhancements are introduced where they serve a clear learning purpose rather than simply providing novelty.

## 16 Inclusion and Priority Learners

The Trust is ambitious for every child and is committed to ensuring that all children can participate fully in Early Years education.

Priority learners may include children:

- entering below expected developmental levels;
- experiencing disadvantage;
- with SEND or medical needs;
- with speech, language or communication needs;
- learning English as an additional language;
- whose attendance or punctuality affects curriculum access;
- who are looked after or previously looked after;
- known to safeguarding or family-support services;
- who have experienced trauma, instability or significant change;

- who are new to the setting, school or country;
- whose circumstances create additional barriers to learning.

These categories do not determine what a child can achieve. Staff use assessment and professional knowledge to identify the strengths and specific needs of the individual child.

Where children need more, they receive more of the teaching, interaction, modelling, repetition and support that will help them succeed. Support has a clear purpose, remains inclusive and is reviewed for its impact on participation, understanding and independence.

## **17 Equity and Belonging**

The Trust is committed to equality of opportunity, anti-discriminatory practice and a strong sense of belonging for every child and family.

No child will be disadvantaged because of a protected characteristic, family circumstance, home language, culture, religion, disability, special educational need or perceived ability.

Children should see themselves, their families and communities represented respectfully while also encountering people, places and experiences beyond those already familiar to them.

Home languages are valued. Children learning English as an additional language are supported through meaningful interaction, visual and practical support, repeated experience and partnership with families.

Reasonable adjustments are made so that disabled children and children with additional needs can access the environment, curriculum and wider life of the setting.

## 19 Links with other policies

| Statutory policy or procedure for the EYFS                                  | Where can it be found?                               |
|-----------------------------------------------------------------------------|------------------------------------------------------|
| Safeguarding policy and procedures                                          | See the school's Child Protection Policy             |
| Procedure for responding to illness                                         | See Health and Safety Policy                         |
| Administering medicines policy                                              | See Supporting Pupils with Medical Conditions Policy |
| Emergency evacuation procedure                                              | See Health and Safety Policy                         |
| Procedure for supporting children with intimate care and nappy changing     | See the school's Intimate Care Policy                |
| Procedure for checking the identity of visitors                             | See Child Protection Policy and associated guidance  |
| Procedures for a parent failing to collect a child and for missing children | See Attendance Policy                                |
| Procedure for dealing with concerns and complaints                          | See Complaints Policy                                |

Other policies:

- Allergy
- Anti Bullying (Pupil)
- Attendance
- Behaviour Policy (school)
- Code of Conduct
- Data Protection
- Dealing with allegations or concerns raised against teachers and other staff
- E-Safety Policy (school)
- Information Security
- Internet Content Filtering
- Intimate Care
- IT Acceptable Use Agreement
- Mobile Phone
- Records Management
- Records Management Schedule
- Safer Recruitment and Selection
- Staff Induction
- Suspension and Permanent Exclusion
- Teaching and Learning
- Use of Restrictive Interventions

## Appendix 1 – Our Early Years Curriculum at a Glance

# Early Years Curriculum Summary



### Where we start

Our schools serve very different communities, and children arrive with a wide range of experiences.

Children are at different points in their development, including in language, independence and early learning.

We start from the child in front of us. We take time to understand what they know, what they can do and what they need. From there, we build the knowledge, confidence and independence that will carry them forward.

### How children learn here

Children learn through relationships. For many of our children, feeling safe, understood and settled is the starting point for everything else.

Adults pay close attention, noticing what children are doing and responding in a way that helps them move forward.

Learning is not rushed. Key ideas are returned to over time so that children begin to make sense of them and use them with increasing independence.

### How we teach

Teaching is woven throughout the day, not confined to set times, with every moment used to support children's learning.

Talk, routines and shared experiences are used deliberately to support children's thinking.

We use a balance of whole-class teaching, small groups, one-to-one support and time for children to lead their own play. Each has a clear purpose and helps children learn something new, practise it and begin to use it for themselves.

### How we support children

Our curriculum is designed to work for every child, including those who need more time.

We adjust how we teach, not what children experience.

Routines are strengthened, interaction is increased and language is modelled more explicitly, while children remain fully included.

We work closely with families and other professionals to ensure support is consistent and effective.

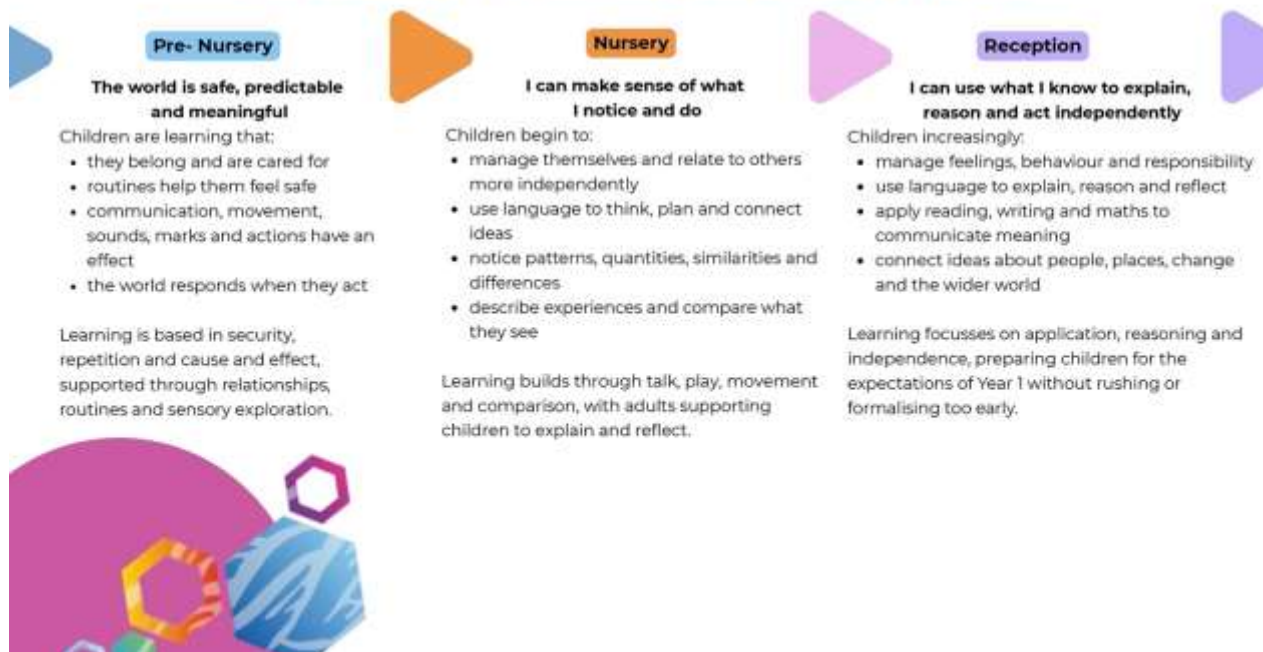
### How learning is shaped

Adults use observation and professional judgement to understand what each child needs next. This shapes how the curriculum is experienced day to day.

Support sits within everyday teaching. Children are not taken away from learning to catch up. Instead, teaching is adapted so they can take part, build confidence and make secure progress.

We are ambitious for every child to leave the Early Years as a confident and capable learner, well prepared for what comes next.

## Conceptual Progression across the Early Years



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## Appendix 2 – How Learning Takes Shape Across the Early Years



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## Appendix 3 – Concept Vocabulary Progression

# Concept Vocabulary Progression



Vocabulary is deliberately selected, sequenced and revisited to support children to build secure understanding over time. Children move from experiencing and naming, to describing and explaining, and ultimately to justifying, reasoning and reflecting. Vocabulary is therefore a tool for thinking, communication and learning, not an isolated list of words. Words are introduced in meaningful contexts and linked to children's experiences to develop deep conceptual understanding across all areas of the curriculum. Adults model and extend language through high-quality interactions, supporting children to use vocabulary independently to explain their ideas and thinking.

This approach, informed by evidence from the Education Endowment Foundation (EEF), ensures that vocabulary development is explicitly planned, coherently sequenced and embedded across all areas of learning.

The following tables show how vocabulary develops across each phase and term, supporting children to build increasingly precise language and understanding over time.

| Pre- Nursery               |                                                                                     |                                                                                                  |                                                                                          |                                                                                          |                                                                                  |                                                                                                  |
|----------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Area                       | Autumn 1                                                                            | Autumn 2                                                                                         | Spring 1                                                                                 | Spring 2                                                                                 | Summer 1                                                                         | Summer 2                                                                                         |
| PSED                       | help, wash, safe, now, next, wait, stop                                             | me, mine, do it, again, try, careful                                                             | happy, sad, calm, cuddle, safe                                                           | friend, together, my turn, wait, safe                                                    | go, stop, tidy, here, there, careful                                             | I did it, proud, again, ends                                                                     |
| Communication & Language   | more, help, go, stop, look, join, what                                              | more, again, my, want, look, where                                                               | big, small, same, different, look                                                        | in, on, under, put, get, what                                                            | my turn, your turn, again, same, different                                       | I want..., I like..., same, different                                                            |
| Physical Development       | run, jump, climb, stop, fast, slow, hold, carry                                     | start, stop, turn, balance, steady, hold, carry                                                  | over, under, up, down, hold, carry                                                       | try again, steady, careful, control, turn                                                | move and..., keep going, finish                                                  | stranger, balanced, steady hands                                                                 |
| Literacy                   | sound, mark, book, page                                                             | same, again, rhyme                                                                               | sound, different, mark                                                                   | idea, mark, show, tell                                                                   | pattern, repeat, mark                                                            | word, story, meaning                                                                             |
| Mathematics                | one, two, more, same, big, small, in, on, full, empty, more than                    | more, lots, little, same, different, under, next to, full, empty                                 | one, two, group, match, same, different, in, out, big, small                             | count, how many, more, same, different, over, through, full, empty                       | group, match, same, different, more, fewer, around, between, big, small          | count, how many, group, same, different, more, fewer, move, turn, full, empty                    |
| Understanding the World    | me, family, help, day, night, same, change, now                                     | home, safe, same, different                                                                      | push, pull, wet, dry, happen, notice, change                                             | plant, grow, water, change                                                               | care, living, need, change                                                       | tool, help, different                                                                            |
| Expressive Arts and Design | touch, move, sound, loud, quiet, different                                          | repeat, same, again                                                                              | fast, slow, change                                                                       | together, mix, move, different                                                           | choose, like, make                                                               | together, copy, share                                                                            |
| Nursery                    |                                                                                     |                                                                                                  |                                                                                          |                                                                                          |                                                                                  |                                                                                                  |
| Area                       | Autumn 1                                                                            | Autumn 2                                                                                         | Spring 1                                                                                 | Spring 2                                                                                 | Summer 1                                                                         | Summer 2                                                                                         |
| PSED                       | wash, toilet, clean, ready, safe, wait                                              | choose, see, tidy, help, try again                                                               | happy, sad, angry, calm, stop, listen                                                    | no, stop, my turn, fair, my body                                                         | share, wait, take turns, try again                                               | pride, keep going, finished, I did it                                                            |
| Communication & Language   | listen, look, join, understand                                                      | sentence, word, say, tell, join                                                                  | describe, explain, because, think                                                        | talk, listen, turn, share, explain                                                       | first, then, next, because, explain, plan                                        | explain, because, remember, plan, organise                                                       |
| Physical Development       | control, space, near, far, around, steady                                           | balance, stable, hold, steady, careful                                                           | both sides, across, middle, smooth, turn                                                 | shape, line, straight, curved, circle, control                                           | posture, upright, longer, careful, control                                       | grip, hold, control, size, direction                                                             |
| Literacy                   | sound, mark, story, book, page                                                      | rhyme, same sound, start, sound, mark                                                            | sound, syllable, blend, mark, idea                                                       | sound order, letter, name, word                                                          | sound, letter, write, name, word                                                 | word, sound, letter, message, meaning                                                            |
| Mathematics                | what's, more, fewer, same, different, group, compare, notice, in, under, big, small | count, number, how many, last, altogether, shape, turn, fit, check, next to, on top, full, empty | how many, total, will the same, change, notice, look carefully, more, around, big, small | one, two, three, four, five, group, same number, next to, through, between, heavy, light | part, whole, split, share, make, altogether, change, build, combine, full, empty | number, group, more, fewer, same, different, explain, check, turn, fit, long, short              |
| Understanding the World    | grow, change, family, before, now, same, different                                  | job, role, helper, safe, because                                                                 | living, non-living, grow, need, change, notice                                           | plant, grow, water, before, after, change                                                | environment, animal, home, need, help, because                                   | tool, machine, use, change, if, explain                                                          |
| Expressive Arts and Design | mark, line, tool, soft, hard                                                        | pattern, repeat, same, beat                                                                      | fast, slow, loud, quiet, change, notice                                                  | join, build, make, together                                                              | represent, shape, picture, idea                                                  | practice, again, improve, remember                                                               |
| Reception                  |                                                                                     |                                                                                                  |                                                                                          |                                                                                          |                                                                                  |                                                                                                  |
| Area                       | Autumn 1                                                                            | Autumn 2                                                                                         | Spring 1                                                                                 | Spring 2                                                                                 | Summer 1                                                                         | Summer 2                                                                                         |
| PSED                       | independent, ready, my things, organise                                             | healthy, choice, responsibility, look after                                                      | okay, try again, keep going, tricky                                                      | fair, respect, stop, ask first                                                           | help others, together, responsibility                                            | pride, reflect, achieve, next goal                                                               |
| Communication & Language   | listen, explain, why, what, how                                                     | describe, compare, because, notice                                                               | explain, because, think, how, why                                                        | explain, because, sequence, tell                                                         | explain, because, justify, reason, plan                                          | explain, justify, reason, reflect, organise                                                      |
| Physical Development       | posture, grip, control, safe, steady                                                | pressure, accurate, position, control                                                            | stamina, effort, smooth, consistent                                                      | precise, align, orientation, space                                                       | fluent, efficient, adapt, adjust                                                 | automatic, consistent, accurate, maintain                                                        |
| Literacy                   | sound, letter, word, write, read                                                    | word, sound, blend, segment, check                                                               | sentence, word, space, meaning, check                                                    | sentence, capital, full stop, check                                                      | write, sentence, message, edit, improve                                          | sentence, text, meaning, check, improve                                                          |
| Mathematics                | number, group, same, different, more, fewer, total, altogether, how many, in, under | part, whole, combine, equal, same as, one more, one less, check, fit, turn                       | total, still the same, change, explain, prove, show me, double, group, build, move       | add, subtract, difference, compare, equal, justify, share, same as, rotate, slide        | part, whole, reason, explain, justify, pattern, rule, group, between, around     | explain, justify, check, problem, solution, choose, share, count on, count back, make, direction |
| Understanding the World    | past, present, change, compare, before, now                                         | community, purpose, because, explain                                                             | cause, effect, predict, because, explain                                                 | condition, change, because, explain                                                      | environment, depend, affect, because, reason                                     | problem, solve, change, because, explain                                                         |
| Expressive Arts and Design | tool, control, shape, effect, choose                                                | pattern, rhythm, repeat, structure                                                               | change, effect, choose, plan                                                             | refine, improve, change, explain                                                         | represent, detail, plan, improve                                                 | choice, style, express, refine, evaluate, why                                                    |

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## Appendix 4 – Assessment and curriculum development



### Assessment and Next Steps in the Early Years

Assessment in the Early Years sits within everyday teaching, play and interaction. It is not driven by excessive recording. Practitioners build a clear picture of what children know and can do by watching, listening and talking with them across the day. The identified foundational knowledge helps staff recognise when understanding is secure and when children need more time or support.

Alongside this, we use clear termly expectations, informed by Development Matters. These provide a shared view of what children are typically working towards and help keep expectations consistent across classes and settings. They support staff to check progress over time, notice patterns and discuss next steps. This understanding moves with the child, so that learning continues seamlessly from one year group to the next.

Assessment is used to shape teaching straight away. Adults revisit learning, strengthen routines, model language more clearly or adjust expectations so children can secure understanding before moving on. This helps address gaps early, within everyday practice. Our approach supports consistency across the trust, with shared professional judgement and clear communication about children's progress.



### Ready for Year One

By the end of Reception, children are supported to secure the knowledge, language and routines they need to move into Year 1 with confidence. This includes independence in managing themselves and their learning, secure early reading and writing through phonics, and a growing understanding of number.

Transition into Year 1 is carefully planned and prioritised across the trust. It is not left to chance. Staff work together over time to build a clear understanding of each child, supported by regular visits, shared teaching, and detailed handover.

Year 1 teachers receive precise information about what children know, what they can do and where they may need further consolidation. This ensures continuity, avoids unnecessary repetition or moving on too quickly, and allows teaching in Key Stage 1 to build directly from children's existing understanding.

### Curriculum review and improvement

Leaders review the impact of the Early Years curriculum through regular teaching and learning work, learning walks, professional dialogue and discussion of children's learning over time. This is used to identify what is working well, where there are inconsistencies and where changes are needed.

The curriculum is treated as a working document. When learning is not securing as intended, leaders make adjustments to sequencing, teaching approaches or routines. This happens at the point it is needed, rather than waiting for end-of-term outcomes.

This keeps the curriculum responsive to children while maintaining clear expectations and a consistent approach across settings.



### Foundational Knowledge in our Curriculum

**What sits underneath learning** - We focus on the knowledge and skills children need in order to take part in learning. This includes communication, self-regulation, physical control, attention and early understanding. These are the foundations that allow children not just to join in, but to stay with learning and make sense of it. This includes learning how to treat others with kindness, respect and care as part of our Trust values.

**Why this matters** - When these foundations are not secure, children can appear busy or involved but find it difficult to sustain attention, follow ideas or apply what they know. Being clear about this helps us focus on what will make the biggest difference.

**What this means in practice** - Children are given the time they need to secure these foundations. We do not rush learning or move on too quickly. Instead, we make careful decisions about when children are ready, so that progress is secure. This allows us to keep the curriculum broad and ambitious, while making sure every child can succeed within it.



### Assessment and Next Steps in the Early Years

Assessment in the Early Years sits within everyday teaching, play and interaction. It is not driven by excessive recording. Practitioners build a clear picture of what children know and can do by watching, listening and talking with them across the day. The identified foundational knowledge helps staff recognise when understanding is secure and when children need more time or support.

Alongside this, we use clear termly expectations, informed by Development Matters. These provide a shared view of what children are typically working towards and help keep expectations consistent across classes and settings. They support staff to check progress over time, notice patterns and discuss next steps. This understanding moves with the child, so that learning continues seamlessly from one year group to the next.

Assessment is used to shape teaching straight away. Adults revisit learning, strengthen routines, model language more clearly or adjust expectations so children can secure understanding before moving on. This helps address gaps early, within everyday practice. Our approach supports consistency across the trust, with shared professional judgement and clear communication about children's progress.



### Ready for Year One

By the end of Reception, children are supported to secure the knowledge, language and routines they need to move into Year 1 with confidence. This includes independence in managing themselves and their learning, secure early reading and writing through phonics, and a growing understanding of number.

Transition into Year 1 is carefully planned and prioritised across the trust. It is not left to chance. Staff work together over time to build a clear understanding of each child, supported by regular visits, shared teaching, and detailed handover.

Year 1 teachers receive precise information about what children know, what they can do and where they may need further consolidation. This ensures continuity, avoids unnecessary repetition or moving on too quickly, and allows teaching in Key Stage 1 to build directly from children's existing understanding.

### Curriculum review and improvement

Leaders review the impact of the Early Years curriculum through regular teaching and learning walks, professional dialogue and discussion of children's learning over time. This is used to identify what is working well, where there are inconsistencies and where changes are needed.

The curriculum is treated as a working document. When learning is not securing as intended, leaders make adjustments to sequencing, teaching approaches or routines. This happens at the point it is needed, rather than waiting for end-of-term outcomes.

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## Appendix 5 – Pre-Nursery Foundations



# PRE-NURSERY FOUNDATIONAL KNOWLEDGE AND SKILLS



### COMMUNICATE WANTS, NEEDS AND IDEAS

I can use gestures, words and simple phrases to tell you what I want, need or notice, and I can show you I understand by responding to your words and am starting to have back and forth conversations.



### FEELINGS, FRIENDSHIPS AND BEHAVIOUR

I can use an adult to help me manage my feelings, begin to wait and take turns, and follow simple boundaries: I can play alongside others, begin to notice how they are feeling, and show care and kindness as I build relationships.



### MOVE WITH CONFIDENCE AND CONTROL

I can run, climb and jump safely, use my hands to explore and manipulate materials, and make intentional early marks.



### DEVELOP EARLY INDEPENDENCE

I can choose what I want to play with, have a go at dressing or toileting with help, and take care of my things with growing confidence.



### EXPRESS CREATIVITY, IMAGINATION AND IDEAS

I can explore colours, sounds, textures and materials, pretend things are something else, and express my ideas through movement, marks or small world play.



### BUILD LITERACY FOUNDATIONS

I can listen to and join in with rhymes and stories, repeat familiar phrases, recognise meaningful print like my name, and make marks that stand for my ideas.



### EXPLORE THE WORLD THROUGH PLAY AND BOOKS

I can explore using my senses, investigate materials, look at books with interest, and talk about what I notice, learning more about myself and the world around me.



### BUILD MATHEMATICAL THINKING & NUMBER SENSE

I can say some number words in my play, notice when groups have more or fewer, join in with number rhymes, explore simple patterns, and experiment with how objects fit, stack and move.



### SHOW CHARACTERISTICS OF EFFECTIVE LEARNING

I can explore with curiosity, concentrate on things that matter to me, keep trying with encouragement, and feel proud when I succeed.



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## Appendix 6 – Nursery Foundations



# NURSERY FOUNDATIONAL KNOWLEDGE AND SKILLS



### COMMUNICATE WANTS, NEEDS AND IDEAS

I can use longer sentences to share my thoughts, ask questions, listen to others, take turns in conversations, and use new vocabulary from stories and experiences.



### MOVE WITH CONFIDENCE AND CONTROL

I can climb, pedal and balance, use tools safely, show hand dominance, hold a pencil with a comfortable grip, and draw simple pictures with intention.



### FEELINGS, FRIENDSHIPS AND BEHAVIOUR

I can identify some of my feelings, play cooperatively, and solve small disagreements with support. I can take turns, build warm and respectful relationships, and show kindness, care and understanding towards others.



### DEVELOP EARLY INDEPENDENCE

I can manage toileting, put on my coat, choose what I need to reach a goal, and follow classroom routines more independently.



### EXPRESS CREATIVITY, IMAGINATION AND IDEAS

I can create pictures, models and movements with purpose, use my imagination in play, explore music and dance, and talk about what I've made or noticed.



### BUILD LITERACY FOUNDATIONS

I can hear initial sounds, recognise some letters, talk about stories using new vocabulary, write some or all of my name, and use marks and letters to represent words.



### EXPLORE THE WORLD THROUGH PLAY AND BOOKS

I can use pretend play to explore ideas, talk about my family and the world around me, ask questions, investigate materials, and join in with stories and information books that help me understand new concepts.



### BUILD MATHEMATICAL THINKING AND NUMBER SENSE

I can count small groups accurately, know the order of numbers, and use counting to find out how many. I can compare amounts and begin to solve simple problems, including how shapes and objects fit together.



### SHOW CHARACTERISTICS OF EFFECTIVE LEARNING

I can concentrate for longer, make plans in my play, try different ways to solve problems, keep going when something is challenging, and celebrate what I achieve.



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## Appendix 7 – Reception Foundations



# RECEPTION FOUNDATIONAL KNOWLEDGE AND SKILLS





### COMMUNICATE WANTS, NEEDS AND IDEAS

I can use well-formed sentences, connect ideas, listen attentively, use new vocabulary across the day, and talk about stories, facts and information I've learned.



### FEELINGS, FRIENDSHIPS AND BEHAVIOUR

I can understand and manage my feelings, collaborate with others, and solve conflicts. I can follow rules, adapt to new situations, and build respectful relationships, showing kindness, care and consideration for others.



### MOVE WITH CONFIDENCE AND CONTROL

I can use large equipment safely, show strength and coordination, hold a pencil with a secure grip, form most letters correctly, and use fine motor control for writing and creative tasks.



### DEVELOP INDEPENDENCE

I can manage my own needs, organise my belongings, choose strategies that help me learn, take responsibility for routines, and show confidence when things are new or challenging.



### EXPRESS CREATIVITY, IMAGINATION AND IDEAS

I can create pictures, models and movements with purpose, use my imagination in play, explore music and dance, and talk about what I've made or noticed.



### BUILD LITERACY FOUNDATIONS

I can retell stories and make up my own, blend sounds to read words, read simple sentences, recognise some tricky words, write captions, phrases or short sentences, form most letters accurately, and show growing reading fluency.



### EXPLORE THE WORLD THROUGH PLAY AND BOOKS

I can explore ideas in depth through play, stories, information texts, maps and pictures. I can ask questions, make connections, talk about people, places and nature, and use new knowledge and vocabulary in my play.



### SHOW CHARACTERISTICS OF EFFECTIVE LEARNING

I can stay focused during activities, think of my own ideas, connect new learning to what I already know, solve problems with increasing independence, and feel proud of my progress.



### BUILD MATHEMATICAL THINKING AND NUMBER SENSE

I can count forwards and backwards, subitise small quantities, recall number bonds to 5 (and some to 10), and compare and order numbers. I can explain how quantities change, explore patterns, and confidently compose and decompose numbers and shapes.

## Appendix 8 – Model Nursery Nurse Job Description



### Level 3

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade:</b>           | Support Staff Scale Point 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Accountable to:</b>  | The Headteacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Line Manager:</b>    | Early Years Foundation Stage (EYFS) Leader                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Responsible for:</b> | Supporting learning and teaching in the Early Years Foundation Stage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Purpose of Role:</b> | <ul style="list-style-type: none"><li>• Planning, preparing and delivering learning activities for individuals, groups or the whole class.</li><li>• To work with teachers and other team members to raise the learning and attainment of pupils</li><li>• Promote pupils' independence, self-esteem and social inclusion.</li><li>• Provide the best possible opportunities for the children to grow in all aspects of their development and learn in a happy, safe and stimulating environment.</li><li>• To use their knowledge of child development and current educational strategies to understand the attainment of pupils and how to support them to make good progress.</li></ul> |

### Job Description

#### Duties and Responsibilities:

##### Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- To cover and lead whole class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher

##### Planning

- Use their expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read, understand and teach from lesson plans

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|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Working with colleagues and other relevant professionals:</b> | <ul style="list-style-type: none"> <li>• Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher</li> <li>• Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision</li> <li>• With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with</li> <li>• Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers</li> <li>• Collaborate and work with colleagues and other relevant professionals within and beyond the school</li> <li>• Develop effective professional relationships with colleagues</li> </ul> |
| <b>Whole-school organisation, strategy and development:</b>      | <ul style="list-style-type: none"> <li>• Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision</li> <li>• Make a positive contribution to the wider life and ethos of the school</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Health and safety:</b>                                        | <ul style="list-style-type: none"> <li>• Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy</li> <li>• Look after children who are upset or have had accidents</li> <li>• To attend to the intimate care needs of pupils when needed, following the requirements of our school's intimate care policy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Professional development:</b>                                 | <ul style="list-style-type: none"> <li>• Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness</li> <li>• Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school</li> <li>• Take part in the school's appraisal procedures, with one priority aimed to improve abilities in delivering whole class lessons.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                |
| <b>Personal and professional conduct:</b>                        | <ul style="list-style-type: none"> <li>• Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school</li> <li>• Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality</li> <li>• Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community</li> <li>• Respect individual differences and cultural diversity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Other areas of responsibility:</b>                            | <ul style="list-style-type: none"> <li>• The Nursery Nurse will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Nursery Nurse will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Early Years Leader.**

## Person Specification

### Qualifications & Experience:

- Hold an Early Years qualification at Level 3 or above that is confirmed by the Department for Education's [Check an early years qualification](#) service as approved and full and relevant for inclusion in the staff-to-child ratios at Level 3 in England.
- Minimum of two years' experience working with Nursery or Reception age children, either in a school, day nursery or play group.
- First Aid Certification (or willingness to become first aid trained)
- Experience of planning and leading teaching and learning activities (under supervision)

### Professional Values & Practice:

- Uphold the school values and Christian ethos of the school (Church schools only).
- Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.
- Able to build and maintain successful relationships with pupils, treating them equitably with respect and consideration.
- Demonstrate a commitment and ability to raising educational achievement to all pupils and to promote positive values, attitudes and behaviour.
- Demonstrate a willingness and ability to improve own practices and methodologies through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line-managers.
- Understand the roles of parents and carers in pupils' learning and development and demonstrate ability to liaise with parents and carers sensitively and effectively.

### Knowledge, Understanding and skills:

- Understanding of the aims, pedagogy and principles of the Early Years Foundation Stage.
- Understanding of effective teaching methods
- Knowledge of how to successfully lead learning activities for a group or class of children
- Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
- Good literacy and numeracy skills
- Good organisational skills
- Ability to build effective working relationships with pupils and adults
- Skills and expertise in understanding the needs of all pupils
- Knowledge of how to help adapt and deliver support to meet individual needs
- Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils
- Excellent verbal communication skills
- Active listening skills
- The ability to remain calm in stressful situations
- Knowledge of guidance and requirements around safeguarding children
- Good ICT skills, particularly using ICT to support learning
- Understanding of roles and responsibilities within the classroom and whole school context

### Personal qualities:

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality.

**Frays Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment**

## Appendix 9 – Staff in Early Years – Supervision Record

|                                                                                                                                                |                 | <b>STAFF IN EARLY YEARS - SUPERVISION RECORD</b><br>Meeting for:<br>Facilitated by (line manager):<br>Date: |              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------|--------------|
| Items discussed                                                                                                                                                                                                                 |                 | Actions agreed<br>(by whom and when)                                                                        |              |
| <b>Review of actions from previous meeting</b>                                                                                                                                                                                  |                 |                                                                                                             |              |
| <b>Continuous Professional Development</b><br><i>Engagement with current CPD and progress against current aims, career progression, interest in training, etc.</i>                                                              |                 |                                                                                                             |              |
| <b>Strengths/contributions</b><br><i>In regard to the on-going improvements to the quality of teaching and learning within the setting (since the last meeting).</i>                                                            |                 |                                                                                                             |              |
| <b>Children and Families</b><br><i>Support for particular children/their families, curriculum, observation, assessment and planning, evaluation, concerns.</i>                                                                  |                 |                                                                                                             |              |
| <b>Individual / Wellbeing</b><br><i>Workload, colleague relationships, work life balance, health, suitability and ability to perform duties, well-being. Any changes to DBS or Health Declaration? (provide details if yes)</i> |                 |                                                                                                             |              |
| <b>Safeguarding and Child Protection</b><br><i>Are there any sensitive issues that you would like to discuss in confidence/concerns regarding inappropriate behaviour displayed by colleagues, parents/carers?</i>              |                 |                                                                                                             |              |
| <b>Coaching support from Line Manager</b><br><i>Based on the outcomes of the conversation.</i>                                                                                                                                  | Goal:           |                                                                                                             |              |
|                                                                                                                                                                                                                                 | Reality:        |                                                                                                             |              |
|                                                                                                                                                                                                                                 | Opportunities:  |                                                                                                             |              |
|                                                                                                                                                                                                                                 | What will I do? |                                                                                                             |              |
| <b>Signed (Line Manager):</b>                                                                                                                                                                                                   |                 |                                                                                                             | <b>Date:</b> |
| <b>Signed (Employee):</b>                                                                                                                                                                                                       |                 |                                                                                                             | <b>Date:</b> |

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