BARCROFT ACADEMY

Unlocking potential today for a brighter tomorrow

Early Years Foundation Stage (EYFS) Policy 2026 - 2027



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Document Version Control Log

Version	Modification Date	Synopsis of Changes
1.0	September 2025	
2.0	August 2026	Reviewed entire policy Updated following new EY Statutory Framework for group and school based providers released July 2026 – applies from 1st September 2026 adding points and pages in blue
3.0	September 2026	Update for specific information related to Barcroft Academy

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1. Statement of Intent (EYFS Vision)

At the Lighthouse Multi Academy Trust, we acknowledge the importance of 'quality' in the Early Years Foundation Stage and believe in providing all children with a safe, nurturing and stimulating environment that builds on each individual's needs and interests. We provide children with a wide range of opportunities to learn through play. Each Academy ensures that adult-led and child- led learning is fun, engaging and suitably challenging. We value the importance of outdoor learning and ensure children have a wealth of opportunities to develop their thinking and problem-solving skills. We are committed to providing the best possible start for our children and instil a real love of learning. Through fun, creative teaching, we aim to actively engage, inspire and enable our children to flourish and succeed.

The Early Years Foundation Stage is a distinctive and key phase of a child's education and it underpins all future learning.

Through the implementation of this policy we will provide:

- **Quality and consistency,** so that every child makes good progress and no child gets leftbehind.
- **A secure foundation** through learning and development opportunities which are plannedaround the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents/carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child isincluded and supported.

2. Legal Framework

This policy has due regard to all relevant legislation and guidance, including, but not limited to, thefollowing:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (7th July 2026) 'Keeping children safe in education 2026' keeping-children-safe-in-education
- DfE 'Early years foundation stage statutory framework' For group and school-based providers effective 1st September 2026 statutory framework for the Early Years Foundation Stage (EYFS)
- DfE 'Early years foundation stage profile: handbook' Early-years-foundation-stage-profile-handbook
- DfE Early Years Qualifications list Early-years-qualification-requirements-and-standards
- DfE requirements for snack and lunchtimes health-and-wellbeing/food-safety
- DfE guidance on supporting pupils oral health health-and-wellbeing-oral-health and Public Health England guidance on supervised toothbrushing
- DfE statutory Reception Baseline Assessment (RBA) Reception-baseline
- NHS Safe sleep guidance sudden-infant-death-syndrome-sids

This document also complies with our funding agreement and articles of association.

Links to other Policies
This policy is intended to be used in conjunction with the following policies:

Local Academy Policies	Lighthouse Multi Academy trust Policies
• Admissions Policy • Anti-Bullying Policy • Behaviour and discipline Policy • Equality Objectives and Policy • First Aid Policy • Food and Nutrition Policy • Health and Safety Policy • Phonics Policy • Risk Assessments • Safeguarding & Child Protection Policy • Special Educational Needs and Disabilities (SEND) Policy • Supporting Pupils with Medical Conditions Policy	• Written Behaviour Principles • Complaints Procedures & Policy • Curriculum Policy • Data Protection Policy • Early Years Supervision Policy • Home Visits Policy • Intimate Care Policy • Mobile Phone Policy • Online Safety Policy • Positive Handing (Team Teach) Policy • Sleep, Rest and Wellbeing Policy • Safer Recruitment Policy

3. Roles and Responsibilities

The Trustees will be responsible for:

- Monitoring the implementation and effectiveness of this policy across all academies within The Lighthouse Multi Academy Trust (MAT).
- Ensuring the Trust fulfils its statutory duties under the Early Years Foundation Stage (EYFS) statutory framework and all relevant legislation.
- Ensuring that this policy does not discriminate on any grounds, including in relation to age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.
- Ensuring appropriate governance, oversight and accountability arrangements are in place for Early Years provision across the Trust.
- Seeking assurance that academies have appropriate systems in place to safeguard and promote the welfare of all children in the Early Years.
- Receiving assurance that Headteachers and Local Governing Bodies (where delegated) are implementing this policy effectively and complying with statutory requirements.
- Reviewing this policy annually, or sooner if there are changes to legislation, statutory guidance or Trust procedures, in consultation with the Executive Team, Early Years Leaders, Headteachers and Local Governing Bodies (LGBs).

The Trust Central Team/ Director of Early Years and Curriculum Development

The Director of Early Years and Curriculum Development will be responsible for:

- Regular meetings as a central Team to discuss the Early Years Provisions across the academies
- Leading termly academy reviews to quality assure provision and identify strengths and areas for development.
- Leading termly Early Years network meetings to develop leadership, share best practice and ensure consistency across the trust.
- Supporting the academies Early Years Leaders to fulfill their roles and responsibilities effectively in line with trust policies and statutory requirements.
- Analysing and comparing academy Good Level of Development (GLD) and other Early Years Data to provide challenge and support for curriculum development and pupil outcomes.
- Sending regular Early Years Trust Messages to keep Early Years Leaders informed of local, regional and national developments, statutory changes and best practice.
- Providing challenge and support to ensure academies maintain statutory compliance, address identified actions promptly and are inspection ready.
- Supporting academy leaders in preparing for Ofsted inspections and external reviews, ensuring statutory requirements and trust expectations are met.
- Promoting continuous improvement by identifying trust-wide priorities and coordinating professional development to improve the quality of Early Years education.

The Local Governing Body (LGB) will be responsible for:

- Ensuring the academy has clarity of vision, ethos and strategic direction in relation to the provision of high-quality Early Years education.
- Holding the Headteacher to account for the educational performance, quality of provision and outcomes for children in the Early Years, and for ensuring statutory requirements are met.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the'Early years foundation stage (EYFS) statutory framework' in line with statutory requirements.
- Monitoring the effectiveness of Early Years provision through reports, visits and challenge, ensuring that children are safe, well supported and able to achieve their best.
- Ensuring that safeguarding and child welfare arrangements within the Early Years meet statutory requirements.
- Reporting any significant concerns relating to Early Years provision to the Trust Board in line with the Trust's scheme of delegation.

The Headteacher will be responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the schoolcommunity.
- Creating a culture where children experience a positive and enriching academy life.
- Upholding ambitious educational standards which prepare children from all backgrounds fortheir next phase of education and life.

- Ensuring teaching is underpinned by high levels of subject expertise and approaches whichrespect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS leader in conjunction with the Headteacher will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, includingthe early years team and the SLT.
- Supporting the policies, ethos and vision of the academy and actively promoting high levels of achievement in the early years foundation stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the ' Early years foundation stage (EYFS) statutory framework'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children'sindependence.
- Taking responsibility for high-quality teaching provision throughout the early years foundationstage.
- Ensuring the requirements for the EYFS, including the arrangement of assessments, are metin line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the LGB and thelocal community.
- Ensuring parents are informed about their child's progress, development and targets, andare aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPDopportunities
- Providing fortnightly Phase meetings and 1:1 Supervision meetings (twice per year) with staff to support professional development.
- Assigning a key person to support the needs of each child and family in nursery provision.

The key person will be responsible for:

- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building relationships with parents.
- Assessing their learning against the Early Years framework and input data onto Arbor termly. ***(with support from Early Years leader and Assessment Leader)***
- Leading and discussing the child's progress at parents evening
- Helping families with more specialist support, where required.
- Helping children become familiar with the academy and acting as a point of contact forchildren and their parents.

All teaching staff will be responsible for:

- Acting in accordance with this policy at all times
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
  - The DfE's current 'Early years foundation stage (EYFS) statutory framework' and the requirements there in.
  - The DfE's current 'Early years foundation stage profile handbook'
- Using formative and summative assessments to assess, monitor and report on children'sprogress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development andemotional needs.
- Signposting parents to the 'Best Start in Life' website for advice and support and to check eligibility for childcare https://www.beststartinlife.gov.uk/

4. Our Provision

At Barcroft Academy our Foundation Stage extends from nursery to the end of the Reception year.

Structure of the EY's at Barcroft Academy:

Nursery	Reception
Cohort size 52 26 am 26 pm	Cohort size 60 30 per class
2 adults • 1 Teacher • 1 Early Years Teaching Assistant (TA)	4 adults • 2 teachers • 2 Early Years Teaching Assistants (TAs)

Nursery

We offer 15 hours in Nursery which is either a morning session or afternoon session.

Parents may apply for a nursery place at the beginning of the academic year in which their child turns three. Children who are eligible for funded nursery education are normally admitted in the September following their third birthday. Subject to the availability of places, children may also be admitted at the start of the Spring or Summer term following their third birthday. Depending on their date of birth and the availability of places, children may attend nursery for between three and five terms before transferring to Reception.

At Barcroft Academy we also offer eligible children aged 3–4 years access to 30 hours of nursery provision per week. The 30-hour provision is delivered from 8:45am to 2:45pm, Monday to Friday**,** providing five days of nursery education each week. Where parents/carers require additional provision beyond the standard nursery hours, the setting also offers wraparound care until 3:30pm. This additional provision is subject to availability and may be subject to additional charges in accordance with the setting's fees and charging policy.

Reception

We have a 60 place full time reception. Children enter Reception at the beginning of the academy year in which they are five (the start of statutory education.)

5. Admissions

Prior to parents applying for a place in Nursery at Barcroft Academy we offer look around sessions for 'new parents' to look around our academy and see the Early Years learning environment. These look around happen all year round and can be booked by calling the academy office.

Nursery
Applications for a Nursery place at Barcroft Academy are to be made directly with ourselves by completing a paper application form available from the academy office. **(Appendix 3)**

We have a 52 place Nursery- 26 children in the morning session and 26 children in the afternoon session. We offer a staggered intake in Autumn Term, Spring Term and Summer Term once the child turns 3.

We all also offer a Parent Transition meeting in June where you can meet the Nursery teacher and key persons, see the classrooms and learning environment, ask questions and receive a welcome pack about Barcroft Academy.

Eligibility checker:
If you are want to find out if you are eligible for 3 year old funding please use the direct link below to apply:
https://www.beststartinlife.gov.uk/eligibility-checker

Home Visits
We have developed a comprehensive induction programme to support all children and families joining Nursery. The induction process begins with a home visit carried out by your child's key person/class teacher and the Early Years Leader. During the visit, induction paperwork is completed **(Appendix 4)** and staff discuss your child's individual needs, interests, routines and any additional support they may require. Parents and carers have the opportunity to raise any questions or concerns and will receive information to help prepare their child for starting at the academy.

Following the home visit, a start date and any appropriate settling-in sessions will be agreed to support each child's transition into the setting. These sessions enable children to become familiar with the environment and routines, while building a positive relationship with their key person.

Walsall Admissions Policy
Reception
Children are admitted to the academy at the beginning of the Academic Year in which they become 5 years old, provided an academy place is available.

For admissions to Reception, the online application form provided by Walsall Council should be completed. You can use this form to express your preference for a minimum of 3 state-funded academies, in rank order. You will then receive an offer for an academy place directly from your local authority. Once your child's place at our academy has been confirmed by the local authority, we require all parents to complete our academy application form. Please note, pupils already attending our Nursery will not transfer automatically into the main academy. A separate application must be made for a place in Reception.

Prior to parents applying for a place at their chosen academy, we offer two open afternoons for 'new parents' where you can visit the academy for a tour with the Early Years Leader. This is after school at 4pm-5pm. Please look at the academy website or call the academy office for the dates of these look around afternoons.
(**Appendix 6: Record to be completed by office of parents/carers who book look around visits)**

At Barcroft Academy we also offer a Parent Transition meeting in June where you can meet the Reception teachers, see the classrooms and learning environment, ask questions and receive a welcome pack about Reception.

6. Learning and Development

The Early Years Foundation Stage (EYFS) is important in its own right and provides the foundation for all future learning and development. Through a balance of adult-led and child-initiated experiences, children develop the knowledge, skills and attitudes they need to become confident, independent and successful learners. The curriculum is based on the seven areas of learning and development set out in the Early Years Foundation Stage (EYFS) statutory framework. Planning, teaching and assessment are informed by the Department for Education's non-statutory guidance, Development Matters, and Birth to 5 Matters, ensuring that learning meets the needs and interests of all children.

In partnership with parents, the academy will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start academy.

Provision and practice within the early years will be centred around the requirements of the DfE's'Early years foundation stage (EYFS) statutory framework'.

The EYFS framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specificareas'.

Prime areas – defined as the areas that are particularly important for building a curiosity andenthusiasm for learning, forming relationships, and thriving:

- Communication and language (CLL)
- Physical development (PD)
- Personal, social, and emotional development (PSED)

Specific areas – defined as the areas through which the prime areas are strengthened andapplied:

- Literacy (L)
- Mathematics (M)
- Understanding the world (UW)
- Expressive arts and design (EAD)

Curriculum planning

As stated in the Curriculum policy all academies are expected to have:

- Progression documents
- Long Term Plans (LTP's)/ Overviews
- Medium Term Plans (MTP's)

The academy will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

Progression documents

The Lighthouse Multi Academy Trust has developed an 'Expectations at the End of Each Term' document, which sets out the expected knowledge, skills and assessment criteria for children in Pre-school, Nursery and Reception across each area of learning.

This progression document is used consistently across all academies to support teacher assessment and the recording of children's attainment on Arbor at the end of each term. (Appendix 5)

The Lighthouse Multi Academy Trust has developed Continuous Provision Progression Documents to support high-quality teaching and learning across the Early Years Foundation Stage. These documents provide progressive learning opportunities for Pre-school, Nursery and Reception, including age-appropriate vocabulary, adult modelling, effective questioning and suggested enhancements to continuous provision. They support practitioners in planning purposeful experiences that build children's knowledge, skills and understanding over time while ensuring consistency across all academies within the Trust.

Here is a list of the progression documents:

Book area and stories	Gross Motor/ outdoor (including developing core strength and bilateral integration)	Playdough and malleable materials
Block Play	Healthy Eating	Role Play
Construction	Investigation and Discovery	Sand
Creative	Loose Parts	Small World
Drawing Club	Mark Making (including pre-writing shapes/ strokes and pencil control pressure)	STEM, Technology and ICT
Emotional Wellbeing	Maths	Water
Fine Motor (including scissor progression and pencil control)	Music and Instruments	Writing
Gardening		

In addition, each academy has a progression document for every core and foundation subject, demonstrating clear progression from the Early Years Foundation Stage through to Year 6. These curriculum progression documents are available on each academy's website under the **Curriculum** section.

Definitions:

Child-led learning *is when a child is offered the opportunity to choose their own learning activity, whether that's building with blocks, playing in the sandpit, or painting, for example. The idea is to observe how that child approaches the activity and how they adapt the task to their own direction.*

Adult-led activities *are those planned and directed by adults to achieve specific learning outcomes. These activities are carefully planned to introduce children to new concepts, provide focused learning experiences, support skill development and help children meet their next steps or learning goals.*

Planning

When planning the early year's curriculum, practitioners will:

- Identify the intended learning with the knowledge and skills the children will acquire as well as the vocabulary.
- Carefully plan opportunities for child led learning and adult led learning.
- Consider the individual needs, interests, and development of each child in their care, and usethis information to plan a challenging and enjoyable experience for each child in all areas oflearning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.
- Ensure progression across phases (Nursery to Reception and Reception to Year 1)

When organising and implementing educational programmes, the academy will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring
- Active learning
- Creating and thinking critically

Long term planning (LTP)

The Long-Term Plan (LTP) provides an annual overview of the termly themes, key texts and planned learning experiences across the academic year.

Medium term planning (MTP)

The Medium-Term Plan (MTP) outlines, in greater detail, the objectives, knowledge, skills and learning experiences to be taught through adult-led learning across Pre-school, Nursery and Reception. It sets out the planned learning for each week, ensuring that knowledge and skills are carefully sequenced and build progressively over time. Each week's learning builds

on previous learning, enabling children to develop a deeper understanding and make sustained progress throughout the term, academic year and Early Years Foundation Stage. The MTP supports the delivery of a broad, balanced and ambitious curriculum that builds on children's prior knowledge and experiences, while preparing them for the next stage of their education.

Short Term Planning (STP)
It is at each Academies discretion as to whether staff are required to complete Short Term Plans.

Each child in Nursery will be assigned a key person who will help to ensure their learning and care is tailored to meet their individual needs. Parents/ carers are notified by letter of who their child's key person is (Appendix 1)

The academy recognises that teaching can take place at *all* times of the day through adult led teaching sessions, continuous provision and child led learning, during times of play inside and outside the classroom. We encourage all of these.

The academy will strive to make our environments irresistible to children and encourage our staff and volunteers to seize every opportunity for teaching. Curriculum planning (LTP's and MTP's) formalises this and aims to ensure a balance of formal and informal learning. Staff are encouraged to think carefully about their questions and interventions in children's learning in order to optimise this.

Children will be intrinsically motivated to be life-long learners.

At appropriate opportunities the adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate, model and work alongside the children
- Help children to see links in their learning
- Support and encourage the children
- Encourage children to be problem solvers, problem setters and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/other adult/parents
- Ensure the environment is safe and secure and that the Welfare Requirements

Screen Use (3.94 Page 43)

Academies will ensure they follow the DFE Screen time guidance released on March 2026.

- **Under 2s:** Avoiding screen time other than for shared activities that encourage bonding, interaction and conversation.
- **2 to 5-year-olds:** Trying to keep it to no more than one hour a day. Avoid at mealtimes and in the hour before bed.
- **Content:** Choosing slow-paced, age-appropriate content. Fast-paced, social media-style videos and AI toys or tools should be avoided for young children.
- **Co-viewing:** Watching or using screens together - talking, asking questions and engaging with the content - is better for children's development than solo screen use.

Academies will demonstrate that the EYFS provision:

- prioritises **play, talk, reading and movement**
- avoids unnecessary passive screen use
- uses technology **purposefully**, not routinely supports communication and language first

Technology must always be **intentional, time-limited and adult-led**.

https://www.gov.uk/government/news/new-screen-time-guidance-for-parents-of-under-5s
https://beststartinlife.gov.uk/screen-time-under-5s/

Progress Concerns
If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and agree how to support the child. Staff will also consider whether a child mayhave a special educational need or disability and discuss this with the SENDCo as they may require specialist support.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.
- Liaise with the school EAL coordinator for support and strategies to support the child's individual needs.

7. Assessment

Assessment plays an important part in helping the academy to recognise children's progress,understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the academy will undertake a summative assessment of each child's development at certain stages. These are:

- **Reception Baseline Assessment** – A short, statutory assessment completed within the first six weeks of a child starting Reception. The assessment provides a snapshot of each child's starting point in language, communication, literacy and mathematics and is used to measure the progress schools make from Reception to the end of Key Stage 2.
- **The EYFS Profile** – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainmentagainst the early learning goals (ELGs), and their readiness for Year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child.

Parents will be kept up-to-date with their child's progress and development, and the EYFS lead willaddress any learning and development needs in partnership with parents.

The academy will ensure that teachers actively engage children, their parents and other adults whohave significant interaction with specific children in the assessment processes to provide a well- rounded picture of their development and attainment.

When undertaking assessment activities, all staff members will have due regard to this policy, the 'EYFSP Handbook' and any assessment and reporting arrangements for that year, along with any LA advice.

Reception Baseline Assessment (RBA) (EY's Framework on **Pages 20 Points.2.11-2.12)**
Within the first six weeks of children starting the academy, staff will conduct the RBA. The RBA:

- Is an activity-based, age-appropriate assessment of children's ability in early mathematics, literacy, communication and language.
- Is expected to take approximately 20 minutes per child.
- Can be paused and completed in more than one sitting.
- Will be administered on a one-to-one basis by a practitioner who is known to the child, such as the Early Years Leader or Reception teacher.
- Will be used to create a baseline for academy-level progress measures and will measure the progress children make from Reception until the end of Year 6.

When carrying out assessment and reporting functions, the academy will administer the RBA in compliance with the provisions outlined within both the 'Reception baseline assessment and reporting arrangements 2025-26' document, and Annex B of the 'Early years foundation stage (EYFS) statutory framework'.

After completion of the RBA, EYFS practitioners will receive a series of short, narrative statements that tell them how pupils performed in the assessment – the academy will use these to inform their teaching approaches. *Parents and carers can request a copy of this document.*

The academy will ensure that confidentiality of assessment materials is maintained and follow guidance on how to keep materials secure when they are received. The RBA materials will not be used for any other purpose.
For children with visual and hearing impairments the academy will provide modified and adapted assessment materials. Where it is felt that the RBA is inaccessible to a child, the academy will consider disapplying individual children who, despite them using access arrangements, are unable to participate. Parents will be involved in these discussions.

The headteacher will sign a headteacher declaration form (HDF) once each academic year and ensure that the RBA is being delivered in line with statutory requirements.

Early years Foundation Stage Profile (EYFSP) (EY's Framework on **Pages 20-22 Points.2.13-2.21)**
At the end of the EYFS the academy must complete an EYFSP for each child to summarise and describe children's learning and development, unless, in line with DfE guidance, an exemption applies.

This assessment will take place in the summer term of the academic year when a child reaches 5 years old.
When carrying out assessment and reporting functions, the academy will complete the EYFSP in compliance with the provisions outlined within the 'EYFSP handbook' and the 'EYFS statutory framework'.

The academy will assess each child against the ELGs and provide a commentary describing each child's skills and abilities against the three characteristics of effective learning:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

Throughout the year EYFS practitioners will collect and collate materials, observational records and information within a child's Learning Journey. Profile judgements will be made on the basis of the cumulative evidence recorded over the course of the year, and practitioners' knowledge of the child. Evidence may include:

- Photographs.
- Written and/or drawn evidence.
- Planned and unplanned observations of day-to-day interactions.
- Video, tape, audio or electronic recordings.
- The child's view of their own learning.
- Information from parents or other relevant adults.

EYFS practitioners will use their knowledge of the child to judge whether they are:

- Meeting expected levels (expected).

- Not yet reaching expected levels (emerging).

Assessment will not entail prolonged breaks from interaction with children, nor require excessive paperwork.

When assessing children, practitioners will draw on their knowledge of the child and their professional expertise, experience and will not be required to prove their judgements through the collection of physical evidence.

To provide a fully rounded picture of a child's development, practitioners will actively engage the child, their parents and other adults who have significant interaction with the child in the assessment process.

Data collection and submission

In accordance with the Childcare (Provision of Information About Young Children) (England) Regulations 2009, the academy will provide the EYFSP data to the LA upon request, unless the Secretary of State has granted an exemption from the EYFS learning and development requirements.

The academy recognises its statutory duty to implement the EYFS, and the responsibilities placed upon it.
The headteacher will:

- Ensure an EYFSP is completed for all eligible children and that the data is quality assured.
- Ensure provision is made to meet the requirements of all children with SEND.
- Take responsibility for the reliability of their EYFSP outcomes and ensure that the data accurately reflects the level of development of the current cohort of children.
- Ensure EYFSP data is returned to the LA in accordance with the provisions set out in the handbook for data collection and submission.
- Provide EYFSP assessments to their school's governing board to enable it to comply with national data submission requirements and report to parents.
- Ensure the statutory requirements for the transfer of records between academies are fulfilled, including the completion of the common transfer file (CTF).
- Ensure parents are provided with a written report of their child's development against the ELGs and the opportunity to discuss the EYFSP.

EYFS Profile Moderation

To support the accuracy, consistency and quality assurance of teacher assessment judgements, The Lighthouse Multi Academy Trust delivers EYFS moderation activities across all academies. These moderation opportunities enable practitioners to engage in professional dialogue, review a range of evidence and ensure that assessment judgements are accurate, consistent and aligned with national expectations.

In addition to Trust moderation, each academy will share its EYFS Profile (EYFSP) and Good Level of Development (GLD) data with the **Director of Early Years and Curriculum Development** prior to submission to the Department for Education (DfE), typically during May or early June. Professional dialogue will take place to discuss children whose judgements are finely balanced or where any discrepancies have been identified, ensuring that assessment decisions are robust, accurate and well evidenced.

The EYFSP data will be used to:

- Support a successful transition to KS1 by informing the professional dialogue between EYFS and Year 1 teachers.
- Inform Year 1 teachers of each child's stage of development, strengths and next steps to support effective curriculum planning.
- Inform parents and carers of their child's attainment and development across all areas of learning through the end-of-year report.
- Provide the Department for Education (DfE) with statutory EYFS Profile data to support national and local analysis of children's attainment and outcomes.
- Enable the Trust and individual academies to evaluate outcomes, identify strengths and areas for development, and inform school improvement planning.

All records will be kept in accordance with our **Data Protection Policy** and **Records Management Policy**.

Reporting to Parents
Parents will be encouraged to engage with their child's learning and development and will be involved in the assessment process.

The academy operates an open-door policy, so that parents can speak to their child's teacher about any concerns. To book meetings with teachers, whether in-person or virtually e.g. by telephone, parents should speak to the academy office.

The academy will share the EYFSP results with parents and ensure they have an opportunity to discuss the report with the teacher who completed it. Meetings with parents will be held within the term in which the profile has been completed.

Written summaries of children's attainment will include whether the child's attainment level is judged to be emerging or expected.

At the end of Reception, parents will be given a report which will:

- Be child specific.
- Be concise and informative.
- Help to identify appropriate next steps.
- State their child's attainment against the ELGs.
- Summarise attainment in all areas of learning.
- Comment on general progress including the characteristics of effective learning.
- Explain arrangements for discussing the profile.

If requested by parents, the academy will provide a copy of their child's profile.
Parents will be provided the opportunity to attend an annual parents' evening, in which they will be able to speak to their child's teachers. The headteacher will send out more information about parents' evening.

8. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, homelanguage, background, ability or gender. The EYFS curriculum is planned in order to meet the needs of the individual child and supportthem at their own pace.

The **Academy Equality Statement and Equality Objective** ensures that the needs of all children are met,regardless of any protected characteristics they have.

The **Academy Special Educational Needs and Disability Policy** ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will bemonitored and managed by the academy's SENDCo alongside the Early Years Phase Leader.

The Trust Equality, Equity, Diversity and Inclusion Policy (EEDI) sets out the Trust's commitment to ensuring that everyone is treated fairly, has equal opportunities to succeed, and feels valued, respected and included. It provides a framework for meeting legal duties and creating an inclusive culture across all academies.

9. The Learning Environment

The Lighthouse Multi Academy Trust recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development. Each academy will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinkingskills.

Early years practitioners will ensure that learning environments are well-organised and suitable for adult led group,

individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

Throughout the day, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments arecaptured and capitalised upon. Appropriate and stimulating educational visits and visitors, from both within and outside of the localcommunity, will be arranged to further expand children's learning experiences.

10. Safeguarding and Welfare Requirements

The Lighthouse Multi Academy Trust will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the Early Years foundation stage' Early Years Statutory Framework for groups and schools **(effective 1st September 2026)** to:

- Safeguard children.
- Ensure the people who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures. **(Page 23 point 3.3)**

Staff will be alert to any issues of concern in the child's life at home or elsewhere. Any safeguarding or welfare issues will be dealt with in line with the Academy Safeguarding and Child Protection Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training and have access to CPOM's to log any concerns or incidents. The academy will meet the statutory guidance as explained in the EY's Framework on **pages 23-25**.

The Designated Safeguarding Lead (DSL) is: Mrs G Locke

The Deputy Designated Safeguarding Leads (DDSL) are:

Mr M.Bond, Mrs F. Edwards, Mr G. Bunce, Mr P. Cross, Mrs J. Kandola.

The DSL will be responsible for safeguarding children and liaising with local children's services asappropriate. The deputy DSL's will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL's will undertake Level 2 safeguarding and child protection training every 2 years.

Safeguarding Training (**Page 29-30)**
All staff will receive annual level 1 safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Where there are concerns about a child's safety or welfare the academy will:

- Immediately notify the LA's children's social care team (MASH), and in emergencies, the police
- Have regard to the DfE's statutory guidance 'Working Together to Safeguard Children' the'Prevent duty for England and Wales' and 'KCSIE'
- Inform Ofsted of any allegations of serious harm or abuse of children by any person living,working, or looking after children at the premises and the action they have taken in response to the allegations. Notification will be made as soon as is reasonably practicable,but at the latest within 14 days of the allegations being made.

Child Absences
3.11 & 3.12 The academy will meet the statutory guidance on attendance as explained in the EY's Framework on **Page 25** regarding the monitoring of attendance.

The Trust attendance officer Miss Jasmine Kaur will work alongside the academy Attendance Leader **Mrs Kate Aston and Mrs Faye Edwards** to monitor all pupil's attendance, including pupils who are not-statutory to attend (under 5) following the same academy procedures and attendance policy for pupils in nursery. Staff will CPOM any concerns of attendance, speak to the parents if they are concerned about a child's attendance and liaise closely with the academies attendance leader. Attendance will also be discussed during the fortnightly phase meetings with the Early Years phase leader and any concerns are shared with the Lighthouse Multi Academy Trust Director of Early Years and Curriculum Development.

Suitable People

Staff Suitability, Qualifications and Checks

The Lighthouse Multi Academy Trust and each academy will ensure that all practitioners working with children are suitable, appropriately qualified, and have completed the relevant training and checks required to fulfil their roles. This includes any individuals who have regular contact with children. The academy will meet the requirements in the EY's Framework **3.13-3.27**

Each academy will maintain an up-to-date internal record detailing staff qualifications, training and suitability checks. Qualifications will be verified against the relevant Department for Education (DfE) requirements and statutory guidance. This record will be shared with the Lighthouse Multi Academy Trust Director of Early Years and Curriculum Development to support quality assurance and compliance monitoring.

Supervision of Staff (3.35 &3.36)

All members of staff who have contact with children and families will be supervised by the EY's leader. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children,including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

Food and Nutrition

The academy will ensure that when children are eating they are always supervised and sitting down following the statutory guidance in the Early Years Framework makes the following statements on **Page 36/37**:

3.64 Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate for a full course consistent with the criteria set out in Annex A.

3.70 Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent, therefore, it is important for providers to be alert to when a child may be starting to choke. Where possible, providers should sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

To comply with statutory requirements and promote children's safety during snack time, children will be seated in a way that enables practitioners to maintain clear sight of all children while they are eating (ideally rows not a circle). Staff will actively supervise children, encourage safe eating practices, and ensure that a member of staff with Paediatric First Aid training is present throughout snack time.

The academy will make sure that the appropriate statutory staff: child ratios are maintained to meet the needs of all children and ensure their safety as explained in the EY's Framework on **Pages 31-35**.

If a child experiences a choking incident that requires intervention, the academy will record details of the incident on CPOM's under the category of First Aid detailing when, where and how the incident occurred. Parents and/or carers must be notified by phone immediately when it is safe to do so.

Sleeping Arrangements

3.86 Sleep spaces must only contain a firm, flat, waterproof mattress.
Children must always be within sight and hearing of staff when sleeping.
All children must be frequently checked when sleeping.

The academy will meet the statutory guidance as explained in the EY's Framework on **Page 40/41** regarding children sleeping during academies hours and will use the document from the Trust policy to record this. ***See Trust Sleep, Rest and Wellbeing policy for more information.***

11. Staffing

Staff qualifications, training, support, and skills.
The Lighthouse Multi Academy Trust and each Academy will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- All staff are trained to:
    - Identify signs of possible abuse and neglect at the earliest opportunity, and to respondin a timely and appropriate way.
    - Understand the academies safeguarding policy and procedures.
    - Ensure they have up to date knowledge of safeguarding issues.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continuallyimproves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.

Paediatric First Aid (3.37-3.40)

3.37 At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. PFA training32 must be renewed every three years and be relevant for people caring for young children and babies.

Who is Paediatric First Aid trained at Barcroft Academy?

- **All teaching assistants in Early Years**
- **A group of Lunch time supervisors**
- **The staff in breakfast and afterschool club**
- **The Nursery Teacher**

See Trust First Aid Policy for more information.

Key person (3.42 page 31)
Each child in nursery will be assigned a key person whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents.

The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the academy. (Appendix 1)

Staff: child ratios (points 3.43-3.57)
The Lighthouse Multi Academy Trust and each academy will ensure that staff-to-child ratios comply with the requirements set out in the **Early Years Foundation Stage (EYFS) Statutory Framework** on **pages 31-35** and the associated **Early Years Inspection Handbook**. Leaders will ensure that appropriate staffing levels are maintained at all times, taking into account children's ages, needs, the qualifications of staff present, and the safety and quality of provision.

If staff require clarification or support regarding staff-to-child ratios or the interpretation of statutory requirements, they can seek advice from the Lighthouse Multi Academy Trust Director of Early Years and Curriculum Development.

12. Health

Medicines (3.59- 3.62)
The Lighthouse Multi Academy Trust and each academy will promote children's good health, including oral health, and have clear procedures for managing illness, infectious diseases and preventing the spread of infection. Medication ((both prescription and non-prescription) must only be administered in line with the provider's policy, with written parental/carer consent, appropriate records maintained, and staff training provided where specific medical knowledge is required. Parents/carers must be informed when medication has been administered. Academies will comply with the requirements set out in the **Early Years Foundation Stage (EYFS) Statutory Framework** on **Page 36.**
See Trust Medical Conditions Policy for more information. **Food and drink, Safer Eating and facilities (Pages 36-38 points 3.63-3.73)**

The academy will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Obtain information about a child's special dietary requirements, preferences, food allergiesand any special health requirements prior to them attending the setting.
- Ensure that fresh drinking water is always available and accessible to children.
- Record and act on information from parents about a child's dietary needs.
- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.
- Ensure there are suitable facilities for the hygienic preparation of food for children
- Ensure that those responsible for preparing and handling food are competent to do so,with all staff involved in preparing and handling food receive Level 2 training in food and hygiene.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of theincident – note, failure to do so constitutes an offence.

See Academy Food and Nutrition Policy for more information.

Supporting and Understanding children's behaviour (3.74-3.76)

The academy will:

- Take full responsibility for supporting, understanding and managing children's behavior in an appropriate way.
- Not give or threaten corporal punishment to a child.
- Not use or threaten any punishment which could adversely affect a child's wellbeing.
- Take all reasonable steps to ensure that corporal punishment is not given by any person whocares for or is in regular contact with a child – failure to meet the above requirement constitutes an offence.
- Keep a record of any occasion where physical intervention (Team Teach) is used and inform parents on the same day, or as soon as is reasonably practicable.

Definition: Physical intervention is defined in the EYFS framework as practitioners using reasonableforce to prevent children from injuring themselves or others or damaging property.

See Academy Behavior Policy for more information.

13. Safety and suitability of premises, environment and equipment

Accident or injury (3.78 & 3.79 page 39)

The academy will:

- Ensure that there is a first aid kit containing appropriate content for use with children which is always accessible. This will be kept in the **Medical room**.
- Keep a written record of any accidents, injuries and first aid treatment. An accident book willbe located **in the academy office**.

- Inform parents of any accident or injury involving a child and inform parents on the same day,or as soon as is reasonably practicable after, including details of any first aid treatment given.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken as soon as is reasonably practicable, but at least within 14 days of the incident occurring – note, failure to do so constitutes an offence.
- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies

Safety of premises (3.80 & 3.81 page 39)

The academy will:

- Ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age ofchildren cared for and the activities provided.
- Comply with health and safety legislation, including fire safety and hygiene requirements.
- Have emergency evacuation procedures in place. (*Academy Smart Response Policy*)
- Take reasonable steps to ensure the safety of children and others on the premises in theevent of emergency.
- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

Premises and equipment

The academy will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined within the EYFS statutory framework. (3.83)
- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily. (3.85)
- Ensure there are an adequate number of toilets and hand basins available. There are separate toilet facilities for adults. (3.88)
  - In nursery there are 6 toilets and 6 hand basins which is used by Nursery children.
  - In reception there are 10 toilets and 10 hand basins.
- Ensure there are suitable hygienic changing facilities available for changing any children whoare in nappies. There is a changing unit in Nursery toilets for pupils in Nursery. In the medical room there are changing facilities including a motorized bed.
- Ensure there is an adequate supply of spare clothes and underwear, and any other necessaryitems.
- Ensure there is an area where staff may talk to parents confidentially. **(3.89)**
  - Conference room
- Ensure there is an area where staff can take breaks away from areas being used by children**. (3.89)**
  - Staff room
  - PPA room
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
  - During admissions parent/carers provide a password for when family or friends collect their child.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.
  - Visitors wear yellow lanyards when on site in all academies.
- Carry the appropriate insurance, e.g. public liability insurance. (3.90)

Safety on Outings (3.91 & 3.92 page 42)

The academy will:

- Keep children safe on educational visits/ outings.
- Complete a written risk assessment to assess the risks or hazards which may arise and identify the steps to be taken to remove, minimise and manage them.

- Ensure that adult to child ratios are considered in any risk assessment.
- Ensure a member of staff attends Educational Visits Coordinator Training (EVC)
- Ensure written risk assessments are checked by the Educational Visits Coordinator Training (EVC)
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured

Risk assessment **(3.93 page 42)**

The academy will take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.

Each academy will adapt the Trust Early Years Risk Assessment to reflect its own setting and environment. The bespoke risk assessment will be reviewed regularly, and all staff will read, understand and implement it to ensure the safety of children in both indoor and outdoor learning environments.

14. Mobile Phones and Devices

For the purposes of this policy, the term **'mobile phone'** refers to any electronic device that can be used to take images or record videos, including tablets.

Use of personal mobile phones by staff members

Staff members must not use personal mobile phones or cameras when children are present. Staff may use mobile phones on academy premises outside of working hours when no children are present.

Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at anytime during trips or sporting events.

Staff who do not adhere to the Trust Mobile Phone Policy may face disciplinary action. Staff will report any concerns about another staff member's use of mobile phones to the DSL or DDSL, following the procedures outlined in the **Safeguarding and Child Protection Policy.**

Use of smartwatches by staff members

Staff smartwatches are typically allowed but with strict usage guidelines to ensure a safe and focused learning environment. While wearing a smartwatch is generally permitted, features like cameras, messaging, and calling should be disabled or placed on airplane mode during class time and when interacting with pupils. The primary concern is to prevent distractions and maintain professional boundaries with pupils and parents/carers.

Please refer to Mobile Phone Policy, Online Safety Policy and Safeguarding and child protection policy for further information.

15. Information and Record Keeping (3.95- 3.99 page 43 & 44)

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the **Trust's Data Protection Policy, Records Management Policy and Freedom of Information Policy.**

The academy will:

- Maintain records and obtain and share information, as appropriate, to ensure the safe and efficient management of the setting and ensure the needs of all children are met.
- Enable a regular two-way flow of information with parents and between providers in cases where more than one setting is attended.
- Ensure that records are easily accessible and available.
- Ensure that confidential information and records about staff and children are held securely and only accessible and available to those with the right or professional need.
- Be aware of their responsibilities under data protection legislation and, where relevant, the Freedom of Information Act 2000.
- Ensure that staff understand their responsibility to protect and respect the privacy of children and the legal requirements requiring confidentiality of information and records.
- Allow parents access to all records about their child, in accordance with the Data ProtectionAct 2018.
- Retain records relating to individual children for a reasonable amount of time after they haveleft the setting.

16. Parental Involvement

The Lighthouse Multi Academy Trust firmly believe that the Early Years cannot function without the enduring support of parents. Parental involvement is paramount to their child's learning. All parents have an important role to play in the education of their child.

Parents are invited to termly parents' evenings; however, the academy has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. Other meetingscan be arranged at time to suit both parents and staff if necessary. **Parents can message teachers through the email address and teachers aim to respond within 24-48 hours.**

When children join the academy, parents/carers complete admission forms to sign permission for:

- any local visits
- intimate care
- the use of photographs and videos
- using the internet and devices

Parents/carers are required to provide information about their child's medical needs, allergies and dietary requirements before admission. They will also complete an 'All About Me' form to share important information about their child's interests, routines, preferences and individual needs, enabling staff to provide safe, personalised care and support from the outset. (Appendix 2)

17. Transition

Each academy will work closely with children's previous early years settings to ensure relevant information is shared before they start. Where appropriate, the Early Years leader or Nursery/Reception teacher may visit children in their current setting to support a smooth transition.

Where a child has identified additional needs, the SENDCo and/or Early Years Leader will work with parents/carers and the previous setting to plan appropriate support before admission.

During the summer term, each academy will provide transition opportunities for children and parents/carers, including a transition meeting and visit to the new learning environment and opportunities to meet staff, ensuring children are well prepared for the next stage of their education.

Transition to Nursery
Children new to Barcroft Academy will:

- receive a home visit conducted by the nursery teacher and another member of the EY's team at the parent's home prior to the child starting to fill in the application pack and to get to know the child and family.
- speak to the child's previous setting on the phone to obtain further information and if necessary, visit the setting to observe the child.
- have a staggered start into Nursery to ensure they settle into their new routine, so that practitioners are able to provide a smooth transition.

The Nursery teacher will read the child's 'All about me' information form.

Transition to Reception

- New to the academy parents have the option to view the academy during three open evenings in November/December with the Early Years Leader prior to choosing Barcroft as their academy place.
- During the child's last term in Nursery, the children visit their new classroom on regular occasions to become familiar with the setting.
- Nursery staff complete assessments on each child at Barcroft and discuss these with the Reception staff prior to the children starting in September.
- The Nursery teacher advises the Reception teachers on appropriate Class groups, RWI groups and Maths groups for the children.

- A parent transition meeting is held in June where the parents and children are invited in to meet the staff and see their new classroom. A transition booklet is given out with information and a letter with start dates
- Pupils will spend two transition mornings or afternoons with their new class teacher in July.

Transition to Year 1

Prior to the children entering Year 1:

- Reception teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs
- Reception teachers will complete assessments on each child and provide information to the Year 1 teacher.
- Reception teachers will attend Writing Moderation led by the Trust to discuss judgments with the reception teachers from all academies and share these judgements with year 1 staff.
- Pupils will spend two transition days with their new class teacher in July.

18. Monitoring and Review

The Lighthouse Multi Academy Trust Board has overall responsibility for this policy and for reviewing its implementation and effectiveness. The Head Teacher has day-to-day operational responsibility for this policy and must ensure that all staff are fully aware of its contents and trained accordingly.

This policy is reviewed annually. Any changes made to this policy will be communicated to all members of staff and parents, and the new version of this policy will also be published on the academy website.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

Appendix 1: Key Person Letter

Headteacher: Mrs G. Locke
Barcroft, Willenhall, WV13 1NA
01902 368132
www.barcroft.lhmat.com
postbox@barcroft.lhmat.com

Dear parents and carers,

At Barcroft Academy, we use the key person approach to help your children feel individual, cherished and cared for while they are away from home. This approach means that there is one named member of staff to act as the main point of contact for you and your child.

Your child's key person is: _____

Your child's key person will:

- ✓ Help your child become familiar with the setting, so that your child feels safe and confident.
- ✓ Regularly talk to you to make sure that your child's needs are being met appropriately.
- ✓ Record your child's achievements with written observations and photographs.
- ✓ Monitor your child's development and review your child's progress at regular intervals with you.
- ✓ Plan exiting and fun activities that can help your child achieve their planned next steps in learning.

Your child's key worker does not shadow your child the all the time. Other staff will also play and work with your child.

If you have any questions about the key person approach, or about how it will help your child, please just ask.

Kind regards

Mrs J Kandola
EYFS Phase Leader
Lighthouse Multi Academy Trust

All about me!

Things I want my new teacher/ key person to know

My name:

I prefer to be called:

Who lives in your house with you?

What pets do you have and what are their names?

My favourite things are:

What makes you happy?

What makes you sad?

I like to eat:

Things I don't like to eat:

I like to drink:

Things I don't like to drink:

My friends are:

People I already know in school:

I go to bed at:

Books I like to enjoy/ read:

Music/ songs I like to listen to:

Appendix 3: Application form for waiting list

LIGHTHOUSE MULTI ACADEMY TRUST

BARCROFT ACADEMY

Application form for a place in Nursery (3-4 year olds) ☐

Child details:

Childs full name:	Child's preferred name:
Child's date of Birth:	Child's Gender: Male ☐ Female ☐
Does your child attend another setting? Yes ☐ No ☐ What do they attend? Child minder ☐ Preschool ☐ Private Day Nursery ☐ Please name the setting: ______________________	
Does your child have any siblings in this academy? Yes ☐ No ☐	Names of Siblings: ______________________ ______________________
What are you looking for? AM sessions ☐ PM sessions ☐ 30 hours ☐	
Does your child have a medical condition or a disability? Yes ☐ No ☐ Please give brief details:	

Parent/carer details:

Parent/ Carer name:	Parent/ Carer name:
Relationship to child:	Relationship to child:
Telephone number:	Telephone number:
Email address:	Email address:
Home address:	Home address:
Parent to contact to offer place:	

I understand that a place may be withdrawn if fraudulent or misleading information is given. I will notify the academy of any change to my home address.

Signature of parent/carer: ______________________ Date: ______________________

- -

To be completed by the academy office/ Early Years Leader

Date application received: ______________________

Birth Certificate seen: ☐ ______________________ Proof of address seen: ☐ ______________________

Place offered on: ______________________

Session offered: Morning place ☐ Afternoon place ☐

Following offer of place: accepted ☐ declined ☐ Date: ______________________

Home visit date: ______________________ Date of admission: ______________________

Appendix 4: Home Visit Paperwork

Early Years Transition Form- to be completed during home visit

Date completed: _____ Completed by: _____Place offered for:_____

Child's Name _____DOB:_____

Child's Preferred Name_____

Child's religion _____ Child's ethnicity_____

Parent/Carers Name(s)_____

Do you require Wraparound care? Yes ☐ No ☐ What days? _____

Do you require 30 hours? Yes ☐ No ☐

What is the 1st Language spoken at home? _____

**parent/carer to be given 'Academy Admission Pack' to complete and return to the academy to be added onto Arbor*

My Family *(Who lives at home? Who else looks after your child? What are the collect arrangements?)*

Siblings? Child's place within the family? *E.g. first child, youngest child 2/5*

Have there been any recent changes? *(house move, new baby, new pet, family split, death in the family)*

Tell me about your child *(Likes, dislikes, concentration, boundaries, play –solitary, spectator, parallel or sociable)*
**parent to be given 'All about me sheet' to complete and return to school*

Development

*__Birth-__Was your child born premature, early or full term?

*__Immunisations-__ Are their immunisations up to date?

*__Medical diagnosis/allergies__ Have they go any medical conditions or allergies? Are there any medical professionals involved?

Can your child wear plasters? Yes No

*__Personal Child Health Record (PCHR)__ *Known as red book – Did your child have their 2 year check? Was anything flagged? Was the check by phone or face to face?

*__Communication__ -Does your child have a dummy? Do they speak in words, phrases or sentences?

*__Toileting-__ Are they toilet trained? Are they dry at night? Do they recognise when they are wet/soiled? When using the toilet are they able to clean themselves independently?

*__Self-care skills__ – Can your child feed themselves?, use open cups?, use cutlery?, dress and undress themselves? Wash their hands independently?

*__Sleep__ – What time does your child go to bed? Does your child have their own bed? Do they sleep all night? Do they have any naps during the day? Times?

*__Separation from carer__- What opportunities have they had away from main carer? Have they attended a private nursery, child minder or nursery?
Do they have a comforter? (blanket, toy, dummy)

* Interaction with other children?

Do you have any other questions or concerns you would like to discuss?

Is the child…?

Looked after child ☐ Previously looked after child ☐ Child in need/ Early Help Plan ☐

Child protection Plan ☐

Adopted ☐ Travelling family ☐ Asylum seekers ☐

Appendix 5- Expectations at the end of each term

Expectations at the end of each term in Early Years

	End of autumn term	End of spring term	End of summer term
Pre-school (2 year olds)	• Understand simple instructions like "give to mummy" or "stop". • Copy your gestures and words. • Find ways to calm themselves, through being calmed and comforted by their keyperson. • Confident to explore the setting and resources. • Begins to interact with other children in a positive way. • Explores wheeled toys and moves to music • Beginning to hold and use mark marking tools. • Enjoy sharing books with an adult. • Can turn pages in a book (not necessary correctly or one at a time). • Makes marks on paper. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Complete inset puzzles. • Take part in finger rhymes with numbers such as '1,2,3,4,5 Once I Caught a Fish Alive'. • Talks about the weather • Knows who they live with • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	• Listens with interest to the noises adults make when they read stories, songs and rhymes • Learns new words very rapidly and is able to use them in communicating • Becoming more confident to explore and move away from adult/key person. • Able to express preferences • communicates their need for the preferred choice of potty or toilet • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • Beginning to show preference for dominant hand and/or leg/foot • Repeat words and phrases from familiar stories, songs and rhymes. • Add some marks to their drawings, which they give meaning to. • Begins to say numbers in order, some of which are in the right order (ordinality) • Builds upon first hand experiences playing with small world constructions e.g. train track, dolls house, farm, • Moves and dances to music • Creates sounds byrubbing, shaking, tapping, striking or blowing	• Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) • Uses longer sentences (e.g. Mummy gonna work • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Is able to identify own belongings. • Beginning to use the toilet with adult encouragement (may need help from adult). • Develop friendships with other children. • Feeds themselves and used the toilet independently • Makes marks which are increasingly accurate. • Can walk, run and climb on different levels and surfaces • Sing songs and say rhymes independently • Engage in conversations about stories, using new vocabulary. • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, • Talks about animals, plants and objects they see • Explores music instruments and fast/ slow and high/low
Nursery	• Separate from their parent/ carer and enter nursery room independently. • Form a good relationship with their key person and make their wants/ needs known • Sit and listen for a short period of time during family group time and whole class activities. • Follow simple rules and routines. • Join in with songs, nursery and number rhymes and repeated phrases in simple stories. • Follow simple instructions. • Play alongside other children • With adult encouragement engages in adult led activities • Plays in familiar areas of the room during child initiated time • Make marks and begins to trace patterns • Rote count numbers in order and begin to recognise some numerals	• Forms good relationships with all the adults. • Talk about and understand different emotions • Go to the toilet independently • Begin to recognise some of the RWI set 1 single sounds • Recognise and begin to write their first name • Recognise some numerals • Rote count and touch count to 5. • Sit for longer periods of time • Engage in adult led activities • Access child initiated activities within the room and outdoor area for all areas of learning	• Be confident around unfamiliar adults • Speak in sentences • Confidently try new activities • Manage their emotions and understand the feelings of others • Have a few friends they enjoy playing with • Sit for a longer period of time • Have back and forth meaningful conversations with staff and other children • Confidently count to 10, and subsidise and recognise numerals to 5. • Form some of the RWI set 1 single letter sounds correctly • Write the majority of their first name

Reception	• Follow the academy routines and rules • Be curious and begin to learn new vocabulary • Listen to stories, poems and non-fiction texts for short periods of time in small groups and whole class • Form good relationships with the adults and make some friends • Regulate their emotions and name the emotions they feel • Use their manners- please, thank you and sorry • Sit at a table for an adult led activity for a short period of time • Manage their own toileting needs • Manage their own dressing needs • Rote count numbers in order to 10 • Recognise numerals 0-5 • Begin to form letters accurately and remember rhymes for formation. • Recognise most of the set 1 RWI single sounds • Orally blend and read CVC and word time words	• Learn new vocabulary rapidly and use it in context • Listen to stories, poems and non-fictions texts for extended periods of time. • Understand their emotions and the emotions of others • Take turns and share • Use a knife and fork at lunchtime. • Rote count numbers in order past 10. • Recognise numerals 6-10 • Form some single letter sounds accurately. • Recognise set 1 RWI double graphemes • Read words and simple sentences to match their phonic ability	• Apply new vocabulary in their conversations and writing • Discuss and answer questions about stories, poems and non-fiction texts. • Know how to manage their own behaviour and understand the consequences of breaking the rules • Understand a range of emotions and discuss them with adults and their peers • Sit at a table to complete adult led and child initiated activities • Have a deep understanding of numbers 0-10 • Be confident playing with and speaking to any adults and other children, who are not necessarily in their friendship group. • Form most letters accurately • Recognise some of the set 2 RWI sounds • Apply phonetic knowledge to write words, phrases and sentences accurately. • Read words accurately using phonetic knowledge • Read by sight common exception words

Expectations in all areas of learning in Nursery

		End of autumn term	End of spring term	End of summer term
Nursery	CLL	• I listen to simple stories and nursery rhymes. • I listen to instructions given. • I can focus on an activity of my own choice for a short period of time. • I can use words to communicate what I want and make myself understood..	• I enjoy listening to longer stories. • I can focus more attention on a chosen activity. • I can sit and listen during quieter or adult led activities when appropriate. • I am starting to develop conversation, often jumping from topic to topic. • I can recite or retell a past event in my life to someone else.	• I can sit and listen to a short story or carpet time session in whole class and small group contexts. • I understand simple questions about 'who', 'what', 'where'. Understand and can act on longer sentences. • I can speak in simple sentences of 4-6 words. • Use some past and future tense verbs accurately. • I can use the speech sounds p, b, m, w. Pronounce l/r/w/y – s/sh/ch/dz/j f/th–multisyllabic words.
	PSED	• I can separate from my parent/caregiver • I will play alongside other children in my setting but may need adult support to do this. • I play simple turn taking games in adult guided groups. • I can explore the classroom and have a go at new things. • I can use the toilet with some adult support	• I know what 'right' choices are and I try my best to make the right choice. • I can talk about my feelings and explore why I might be feeling this way. • I can use the toilet independently. • I can focus on my task for a longer period of time. • I am forming friendships with some children in my setting.	• I am increasingly able to talk about and manage my emotions. (happy, sad, upset & angry) • I am showing more control over my feelings and behaviours. • I understand and follow class and academy rules • I play alongside others within the environment. • I can talk about what a friend is and name some of my friends when asked.
	PD	• I am beginning to move slowly on a balance bike and use a climbing frame with support from an adult. • I can mark make by scribbling and colouring. • I can use spring loaded scissors to make snips into paper • I can explore a range of motor activities and implements.	• I can sit on a push-along wheeled toy, use a scooter or ride a tricycle. • I can kick and throw a ball with some control • I can dance with control using different parts of my body. • I can use the available equipment to create an obstacle course to navigate. • I can make more controlled marks when drawing and mark making, • I can manipulate dough through rolling, squeezing, balling and patting.	• I can ride a bike and scooter and navigate space and direction • I can move confidently in different ways (jumping, climbing, running) • I am beginning to use my core muscle strength to achieve good posture when sitting on the floor or at the table. • I am developing manipulation and control. • I can use pencils and other equipment comfortably • I can use scissors to cut along a straight line.

Nursery	L	• I can talk about the pictures in a book with support. • I sing and perform actions to familiar rhymes and stories. • I can hear new vocabulary from stories, rhymes, poems and non-fiction books. • I can draw marks that are not always distinguishable. • I can follow large pattern templates available. • I can make controlled marks e.g. dots, circles, scribbles. • I can copy shapes and patterns with developing accuracy.	• I am beginning to understand we read from left to right and top to bottom. • I am beginning to name the parts of a book e.g., front cover, title, author. • I am beginning to give meaning to the marks I make. • I can hold a pencil or tool with a preferred hand.	• I can sequence and retell a story they know well • I can recognise logos and familiar stories from the front cover or pictures of characters. • I can recognise most of the RWI set 1 single sounds • I can recognise words with the same initial sound e.g. m for mummy and milk. • I can orally blend a simple word • I can write the majority of their first name • I can use the basis of a three finger pencil grip.
	M	• I am able to verbally count to 5 with developing accuracy. • I am developing an understanding of '2' e.g. giving 2 items or noticing 2 in the environment. • I am beginning to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'. • I am beginning to understand what a pattern is and follow a 2 part simple pattern. • I am beginning to name some simple shapes circle, square, triangle.	• I am able to accurately count to 10. • I am developing an understanding of '5'. • I can make comparisons between objects relating to size, length, weight and capacity.	• I can say what number comes next when given a specific number up to 5. • I have fast recognition of 3 items (subitising) • I have a deep understanding of numbers 1-5 including representing amounts, ordering numbers, counting an amount, comparing numbers and recognising amounts in a range of context such as a 5 frame, a dice, on a number line, using finger numbers • I can recognise some 2D shapes and am beginning to describe their features
	UW	• I can use words 'now', 'next' and 'before' • I can talk about my family, who I live with and any pets. • I can talk about celebrations and my past life experiences e.g birthdays & Christmas • I can show respect and care for my environment. • I can explore my world and environment through my senses.	• I can comment on my own past experiences • I can show curiosity about objects from the past. • I can speak positively about differences between people and ways of life. • I am learning about new life and plants based around Spring time	• I show an interest in different occupations. • I can notice differences between people. • I am using the correct vocabulary to name different features of my community. • I can learn about different people's religious celebrations. • I notice changes in the natural world such as weather and seasons.
	EAD	• I can recognise colours and choose them for a purpose. • I can create an independent craft using available materials • I can use playdough to roll, cut, ball, sausage. • I can dance to music. • I can develop storylines in my play with props.	• I am continuing to develop my drawing skill. • I can explore a range of musical instruments and learn to hold a beat. • I can use vocals and instruments to make music either together or separately. • I can link real life and stories into the small world. • I can use props in my play.	• I am cutting with more confidence. • I can safely use tools like scissors, tape and playdough cutters. • I can sing a range of nursery rhymes and songs by heart. • I can draw with increasing complexity such as representing a face with details.

Expectations in all areas of learning in Reception

		End of autumn term	End of spring term	End of summer term
Reception	CLL	• I am listening more on the carpet and when being spoke to by my teacher and peers. • I listen and comment on new stories that are shared with me. • I am paying more attention on the carpet and during adult led tasks • I follow clear instructions with 2 parts.	• I show attention to both peers and adults in different contexts. • I show a good understanding of texts that have been read to me through my recall. • I can use talk to clarify my thinking and ideas. • I can speak in well-formed sentences.	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced • vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	PSED	• I can identify my own emotions and name them to trusted adults or my friends. • I am beginning to take turns and share resources and I am developing patience and understanding that there is more than just me in the class • I am building new positive relationships with pupils and staff in my new setting. • I play alongside other children.	• When I am very upset, I know who I can talk to or I know some ways to calm myself down if needed. • I am looking after myself at school (personal and hygiene needs). • I am developing resilience and perseverance independently. • I am building relationships through play and talk and conserve to many of my peers	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

	PD	• I am beginning to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways. • I am continuing to develop my fine motor skills. • I am beginning to learn correct letter formations and use these in my writing.	• I can negotiate space successfully and can adjust speed and direction. • I can show increasing control with a ball. • I am developing in ability when dancing to music. • I can form recognisable letters with an effective pencil grip • I am developing skill when using tools including scissors.	• Negotiate space and obstacles safely, withconsideration for themselves and others. • Demonstrate strength, balance and coordinationwhen playing. • Move energetically (running, jumping,dancing, hopping, skipping and climbing.) • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools (scissors,paintbrushes and cutlery.) • Begin to show accuracy and care when drawing.
Reception	L	• I can respond to different types of books, e.g., story books, factual/real-world books. • I can respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. • I can read graphemes (letter sounds) for set 1 RWI single sounds • I am beginning to blend some simple words. • I can read a few common exception words matched to the RWI programme. • I now have increasing control when making marks and drawing. • I can use some recognisable letters and own symbols such as my name or some initial sounds.	• I can give an opinion on a book I have read. • I can recognise repetition of words or phrases in a text. • I am continuing to read graphemes as well as some digraphs. • I can read simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. • I can orally compose a caption and hold it in memory before attempting to write it. I can build CVC, CVCC words using known graphemes and record these. • I can use writing in my play. I can hold a pencil effectively to form recognisable letters. • I know how to form clear ascenders and descenders	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key eventsin stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Say a sound for each letter in the alphabet and atleast 10 digraphs. • Read words consistent with their phonicknowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, includingsome common exception words. • Write recognisable letters, most of which arecorrectly formed. • Spell words by identifying sounds in them and representing the sounds with a letter(s). • Write simple phrases and sentences that can beread by others.
	M	• I can find, subsidise and represent 1, 2, 3, 4 and 5 • I can find 1 more and 1 less • I know the composition of numbers 1-5 • I can identify and compare 2D shapes • I can describe position	• I can find, subsidise and represent 6, 7, 8, 9 & 10. • I can compare numbers. • I can double to 10. • I can make pairs – odd and even. • I can compare mass and capacity. • I know number bonds to 10. • I can recognise and name 2D & 3D shapes. • I can order and sequence time. • I can compare length and height.	• Have a deep understanding of number to 10,including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bondsup to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising thepattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity isgreater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds,double facts and how quantities can be distributed equally.

Reception	UW	• I can use the language of time when talking about past and present events in my own lives and in the lives of others including people I have learnt about through books. • I can find out about key historical events and why and how we celebrate today. Harvest, Bonfire, Diwali., Remembrance Day and Christmas Day • I recognise that people have different beliefs and celebrate special times in different ways. • I recognise some environments that are different to the one in which I live. • I can talk about the seasons and have some understanding about the changes that happen in the world.	• I can talk about and understand changes in my own lifetime and what happens when I get older. • I understand growth and change. • I understand what curiosity is and importance of asking questions. • I can find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Chinese New Year, Holi and Easter. • I can observe the plants and trees around me and how they change. • • I am developing a good understanding of animal lifecycles.	• Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past andnow, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. • Explore the natural world around them, making observations and drawingpictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiencesand what has been read in class. • Understand some important processes and changes in the natural worldaround them, including the seasons and changing states of matter.
	EAD	• I can experiment with different textures. • I can explore musical instruments including body percussions. • I can play instruments in time and in a simple composition. • I can take part in the Nativity Performance – joining in with the words to sings, using actions and listening to music.	• I can safely explore different techniques for joining materials • I can make props and costumes for different role play scenarios. • I can experiment with changing my voice with different tempo, pitch and dynamics. • I can describe instrument sounds.	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,texture, form and function. • Share their creations, explaining theprocess they have used. • Make use of props and materials whenrole playing characters in narratives and stories. • Invent, adapt and recount narrativesand stories with peers and their teacher. • Sing a range of well-known nurseryrhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Appendix 6



BARCROFT ACADEMY

Information for Parents/ carers looking around for a Reception Place in September 2026

Tuesday 20th October 2026 at 4pm-5pm

Parent/ carer Name(s)	Child Name	Current setting (school, private day nursery, child minder, at home)

Tuesday 19th January 2027 at 4pm-5pm

Parent/ carer Name(s)	Child Name	Current setting (school, private day nursery, child minder, at home)