



Newton Leys
Primary School & Nursery

Early Years Foundation Stage (EYFS) policy including screen use and digital technology

Newton Leys Primary School and Nursery

Approved by:

Full Governing Board

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- Every child experiences a positive and meaningful start to schooling, where they establish solid foundations on which to develop into independent, lifelong learners.

2. Legislation

This policy is based on requirements set out in the Early Years Statutory Framework, for group and school based providers, for 2024.

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

3. Structure of the EYFS

Our EYFS is made up of a 46 place Nursery, and a 90 place Reception. Although the two separate year groups have individual areas, there are times where the children will mix together, including during the summer term where we begin to implement transitional activities.

The following timings apply –

Nursery – start times are 8.15 am, 11.15 am and 12.15pm. Children finish at either 11.15 am or 3.15 pm.

Reception – Start time – 8.30 am. Finish time – 3pm.

Those children who are ready, can access our wrap around care that offers a 7.30 am – 8.30am breakfast club, and a 3pm – 5pm/6pm tea club.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

Our EYFS is built upon 4 key principles:

- A unique child
- Positive Relationships
- Enabling Environments
- Learning and Development

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

At Newton Leys Primary School and Nursery all areas of learning are delivered through a child-centered, play-based approach, with a balance of adult led and child-initiated activities. Throughout the Early Years, our long and short-term plans, as well as our Curriculum Goals, ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level. Our long-term planning ensures coverage so that all children have the opportunities to work towards and achieve the Early Learning Goals (ELG's), that define the expectations for most children to reach by the end of EYFS. Across EYFS, we have over-arching topics that guide planning, however these are largely supplemented by the interests of our children, planning 'in the moment' to captures the children's interests, allowing them to become leaders of their own learning.

4.2 Teaching

Learning through play underpins our approach to teaching and learning in the Early Years. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world around them. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practice skills, build upon and revisit prior

learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

As children's concentration skills grow, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning as they transition into KS1.

4.3 Characteristics of Effective Learning

The EYFS also includes the characteristics of effective learning, the nursery and reception teachers plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. We talk to the children about how they learn and encourage them to identify which specific characteristics of effective learning they display; we link this to the 'Mr Men' and 'Little Miss' characters.

The three characteristics are;

Playing and Exploring – children investigate and experience things, and 'have a go'

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

4.4 Screen time

Evidence suggests that too much screen time is associated with poorer cognitive and behavioural abilities in children, such as reduced verbal activity and reduced vocabulary, and can be associated with developmental delays, reduced attention and lower executive function. We therefore have a separate policy that outlines intended use of screens in the Early Years Foundation Stage (see appendix 2).

5. Inclusion

Our whole school ethos, as well as that of the Early Years, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more-able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We aim to build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children's learning needs

We will provide: a wide range of opportunities to motivate and support children and to help them to learn effectively; a safe and supportive learning environment in which the contribution of all children is valued; resources which reflect diversity and are free from discrimination and stereotyping; challenging activities for all children and for those whose ability and understanding are advanced. We will monitor children's progress and take action to provide support as necessary. Where a specific need is suspected we will liaise with the Special Educational Needs Co-ordinator and seek advice from outside agencies, such as the speech and language service, the educational psychologist and the bi-lingual support services amongst others. We adhere to the Equal Opportunity and Inclusion policies of the school.

5.1 Early Years Pupil Premium

We endeavour to identify our least advantaged pupils and inform parents or carers of their opportunity to apply for their child's entitlement to extra funding in school. All extra funding we receive will be used to support areas in which we identify that the child will best benefit. We will track children's progress to ensure that they are making good progress and to ensure that support is adjusted to target specific areas as the child develops.

6. Assessment

At Newton Leys Primary School and Nursery, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers on Tapestry (online learning journal).

Children in both Nursery and Reception are informally assessed within the first six weeks of them starting against the prime and specific areas of learning, to determine a baseline, or starting point, for their future learning.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA) issued by the DfE. This is conducted electronically and feels very much like a game for the children.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

7. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers. We communicate with parents/carers before your child starts at Nursery/School. We hold a parents information evening, conduct home visits and hold stay and play sessions.

Parents and/or carers are kept up to date with their child's progress and development, via twice yearly parent/carer consultation meetings, an annual written report, plus an open door policy where we can have ongoing informal conversations to share immediate concerns or successes. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Our online learning journal 'Tapestry' allows us to send out 'memos' to parents/carers, share observations from school and home and also share a weekly round up of what the children have been learning.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

8. Safeguarding and welfare procedures

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

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

- For children aged 3 and over
 - We have at least 1 member of staff for every 13 children

- For reception classes
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

8.2 We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required. As a school, we take extra step to ensure at least one member of staff in each early years class has a valid PFA certificate.

8.3 We promote good oral health, as well as good health in general, in the early years by discussing the importance of a healthy diet, the effects of eating too many sweet things, the importance of brushing your teeth and visiting the dentist. We read books about our teeth and have large sets of teeth and brushes to enable the children to have a go at brushing every single tooth carefully.

8.4 If children fall asleep during their time in either nursery or reception; all children must be frequently checked and must always be within sight and hearing of staff. Children should be laying on their back, and should be monitored to ensure they do not feel too hot or too cold.

Practitioners must also read NHS advice on [Sudden infant death syndrome \(SIDS\) \(NHS, 2025\)](#).

8.5 Dogs should only be onsite for educational purposes (such as reading dogs or learning about medical detection dogs); these dogs should not be subject to Section 1 of the [Dangerous Dogs Act 1991](#), which explicitly includes the **XL Bully type, Pit Bull Terrier, Japanese Tosa, Dogo Argentino, and Fila Brasileiro**.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

9. Monitoring arrangements

This policy will be reviewed and approved by the board of Governors every three years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for preventing and controlling infections in EYFS	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Procedures and guidance on safer eating	See EYFS Food & Nutrition Policy

Appendix 2 Screen Use and Digital Technology Policy

EYFS Nursery and Reception

1. Policy Statement

At Newton Leys Primary School and Nursery, we recognise that digital technology is a part of children's everyday lives and can support learning when used appropriately. We are committed to ensuring that technology enhances children's learning and development rather than replaces high-quality teaching, play, exploration, physical activity, social interaction, and communication with adults and peers.

Our approach reflects statutory EYFS requirements and Department for Education guidance regarding children's screen use. Screens are used carefully, intentionally and for specific educational purposes. [\[gov.uk\]](#), [\[help-for-e...ion.gov.uk\]](#)

2. Aims

This policy aims to:

- Promote children's health, wellbeing and development.
- Ensure screen use supports learning and development.
- Minimise unnecessary screen exposure.
- Encourage active, play-based learning experiences.
- Support safe and age-appropriate use of technology.
- Promote partnership working with parents and carers.
- Ensure consistency across Nursery and Reception classes. [\[help-for-e...ion.gov.uk\]](#), [\[computinga...ool.org.uk\]](#)

3. Scope

This policy applies to:

- School-based Nursery
- Reception classes
- EYFS staff
- Volunteers and student placements
- Parents and carers
- Any digital devices used with EYFS children during the school day

4. Principles

The school believes that:

- Children learn best through play, talk, exploration and responsive interactions with adults.
- Digital technology should complement, not replace, these experiences.
- The quality and purpose of screen use is more important than the device itself.
- Screen use should be developmentally appropriate and proportionate.
- Staff should carefully consider whether technology adds value to children's learning before using it. [\[help-for-e...ion.gov.uk\]](#), [\[computinga...ool.org.uk\]](#)

5. Appropriate Use of Screens

Screens may be used to support:

Learning and Development

- Researching children's interests alongside an adult.
- Accessing educational content linked to curriculum objectives.
- Viewing photographs and videos of previous learning experiences.
- Storytelling, songs and music that enhance planned learning.
- Recording children's achievements and learning journeys.
- Modelling language and communication activities.
- Supporting understanding of the wider world.

Inclusion and SEND

Screen-based and assistive technologies may be used where they support:

- Communication
- Language development
- Accessibility
- Independence
- Individual learning needs

The school recognises that DfE guidance states screen-based assistive technologies for SEND are not subject to the same recommended limits as recreational screen use. [\[help-for-e...ion.gov.uk\]](#)

6. Screen Use We Will Avoid

Screens will not be used:

- As a substitute for adult interaction.
- As a routine means of occupying children.
- For extended periods of passive viewing.
- As a behavioural management tool.
- In place of outdoor play, physical activity or exploration.
- During mealtimes except in exceptional circumstances.

Staff will prioritise direct interaction and communication with children at all times. [\[help-for-e...ion.gov.uk\]](#), [\[computinga...ool.org.uk\]](#)

7. Age-Appropriate Practice

Nursery

For our youngest children, screen use will be minimal and only used when there is a clear educational, communication or inclusion purpose.

Screen activities will:

- Be brief.
- Be adult-led.
- Include discussion and interaction.
- Never replace hands-on experiences.

Reception

Digital technology may be used to enhance learning where appropriate, including:

- Interactive phonics activities.
- Educational storytelling.
- Topic-based research.

- Learning reflection and discussion.

All activities will remain balanced with extensive opportunities for play-based and practical learning.

8. Quality of Content

Staff will ensure that any digital content:

- Is age appropriate.
- Supports learning objectives.
- Is free from inappropriate material.
- Promotes positive values and behaviour.
- Has been reviewed before use.
- Is not based on unrestricted internet browsing or algorithm-driven content streams.

Care will be taken when selecting online resources and any emerging technologies. [\[help-for-e...ion.gov.uk\]](#)

9. Staff Use of Devices

Staff may use digital devices for:

- Assessment and observations.
- Recording learning evidence.
- Communication relating to children's education.
- Planning and curriculum delivery.

Staff must:

- Follow the school's safeguarding and online safety policies.
- Ensure children are supervised during any screen-based activity.
- Use only approved devices and software.
- Protect children's personal information.

10. Partnership with Parents and Carers

The school recognises the importance of working in partnership with families.

We will:

- Share our approach to screen use.
- Provide information on healthy screen habits.
- Encourage a balanced approach to technology use at home.
- Signpost parents to relevant guidance where appropriate.

We recognise the DfE recommendation that children under two should generally avoid screen time and that screen use for children aged two to five should be limited, particularly where children may already have significant exposure outside the setting. [\[help-for-e...ion.gov.uk\]](#)

11. Safeguarding and Online Safety

All digital technology used within the EYFS will be managed in accordance with:

- The school's Safeguarding and Child Protection Policy.
- Online Safety Policy.
- Acceptable Use Agreements.
- Data Protection and GDPR requirements.

Children will always be supervised when accessing digital resources.

12. Monitoring and Evaluation

The EYFS Lead and Senior Leadership Team will:

- Monitor the use of screens across Nursery and Reception.
- Review practice regularly.
- Ensure technology use remains appropriate and purposeful.
- Gather feedback from staff and families where appropriate.
- Review this policy annually or sooner if statutory guidance changes

13. Linked Policies

- EYFS Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Behaviour Policy
- SEND Policy
- Data Protection Policy
- Health and Safety Policy