

Early Years Foundation Stage (EYFS) policy



Approved by:	Full Governing Board	Date: [Date]
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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.

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2025.

3. Structure of the EYFS

From September 2025, the Early Years Foundation Stage at Hollybush comprises of:

- Nursery - for children aged 3-4, starting the term after children turn 3.
For children born between April and August - September admission
For children born between September and December - January admission
For children born between January and March - April admission
- Reception - for children aged 4-5, starting the September after children turn 4.

4. Curriculum

At Hollybush Primary School we follow the **EYFS Framework**. This framework is guided by four principles which help to shape our practice.

These are:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are called the prime areas:

- Communication and Language.
- Physical Development.
- Personal, Social, and Emotional Development.

Four areas help children to strengthen and apply the prime areas. These are called the specific areas:

- Literacy.

- Mathematics.
- Understanding the World.
- Expressive Arts and Design.

4.1 Planning

Children enter Hollybush Primary School with varied life experiences and our aim is to plan teaching and learning opportunities that support all children in meeting their full potential. We have designed a curriculum for our Nursery and Reception children that is relevant to our children and builds strong foundations for learning. Our planning is linked to a rich variety of key texts, and include suggested key vocabulary, concepts, and questions that are taught within that topic, whilst ensuring progression and challenge. These are revised based on the individual needs of each cohort, their interests and their experiences.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan engaging activities and experiences. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

4.2 Teaching

At Hollybush, our teaching is underpinned by a complementary relationship between adult-led and child-led learning. We are ambitious in our approach, using a continuous cycle of observation and assessment, planning/teaching, alongside structured and systematic lessons and adult-led activities. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs as we respond 'in the moment'.

In Nursery, we have at least two teaching input sessions a day, followed by carefully planned adult-led activities and linked opportunities for skills to be embedded through planned invitations to learn. Other teaching happens in the moment, with next steps implemented in the moment following the child's lead, interests and motivators.

Our Reception children have at least three whole class input sessions a day covering the specific areas of literacy, including phonics, and maths objectives, as well as other areas of the curriculum. Short, adult-led focused activities are planned and follow a shared input. These sessions are

planned with care, meeting the needs of all children, using prior knowledge of the child's learning experiences.

Indoor and outdoor resources are organised to develop children's skills in personal interaction, independence and exploration, and are linked to the needs of the children based on observations. Resources are carefully selected in order to enhance potential for new learning and consolidate prior learning. Resources are presented as invitations to learning or provocations to enable children to discover, experiment, explore and progress.

Continuous provision transcends all areas of learning and provides children with the opportunity to demonstrate the three characteristics of effective learning. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning.

5. Assessment

At Hollybush Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, their interests and their learning styles. These observations are used to shape future planning. Staff also take into account observations and conversations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

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.

EYFS profile data is submitted to the local authority upon request.

6. 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 aim to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents and/or carers are kept up to date with their child's progress and development via 'WOW Moments', shared with parents and/or carers via our online learning journey platform. Parents are invited into school for regular stay and play sessions alongside their child, as well as curriculum meetings. Curriculum information is also provided to parents and/or carers via the school website and newsletters.

Each child is assigned a key person, usually the child's class teacher, 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.

7. Safeguarding and welfare procedures

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:
 - o Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
 - o Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

In Reception, we comply with infant class size legislation and have at least 1 qualified teacher per 30 pupils.

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 and while children are eating, both at snack time and at lunch time. This PFA certificate is renewed every 3 years as required.

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

8. Monitoring arrangements

This policy will be reviewed and approved by Katy White, EYFS Lead annually.

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 responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for 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