



Early Years Foundation Stage (EYFS) Policy

Hadleigh Infant and Nursery School

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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 2023.

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

3. Structure of the EYFS

The structure of our Early Years Foundation Stage (EYFS) setting covers children from the age of 3 to 5, providing a nurturing environment for both the Nursery (ages 3-4) and Reception (ages 4-5) classes. We offer flexible session times in the nursery, with both morning and afternoon options available, typically running for 3 hours each session. Additionally, we provide full-day care for parents who require extended hours for reception aged children this includes wrap around care, for Nursery it is the option to stay for lunch. We offer funded and non-funded places, with charges applicable for additional sessions outside of the funded hours. The EYFS curriculum is delivered through play-based learning, ensuring a balanced and developmentally appropriate foundation for each child's learning journey.

4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

In our setting, staff plan activities and experiences that support children's development across all areas of learning. For children in the Nursery and Reception classes, we focus particularly on the three prime areas—Communication and Language, Personal, Social and Emotional Development, and Physical Development—ensuring a strong foundation for all future learning. Staff carefully consider each child's individual needs, interests, and stage of development, using this information to create engaging and appropriately challenging activities that foster growth and curiosity.

Where children have special educational needs or disabilities, we endeavour to ensure that additional support is provided, collaborating with relevant professionals and agencies to ensure the best outcomes for each child. Our planning also takes into account the various ways children learn, such as through play, exploration, and interaction with their peers and adults. We make full use of our learning environment, both indoors and outdoors, ensuring it is rich, stimulating, and responsive to the children's needs, offering a wide range of experiences that cater to different learning styles. Through this, we aim to support each child in reaching their full potential in a holistic and inclusive way.

4.2 Teaching

In our setting, each area of learning and development is implemented through planned, purposeful play, alongside a balanced mix of adult-led and child-initiated activities. We believe in the importance of allowing children the freedom to explore and learn at their own pace, while also providing intentional, guided learning experiences that challenge and extend their thinking. Staff respond to each child's emerging needs and interests with warm, positive interaction, ensuring that each child feels supported, valued, and confident in their learning journey.

Outdoor learning plays a central role in our approach, providing children with opportunities to explore the natural environment and engage in physical, sensory, and imaginative activities that enhance their understanding of the world. As children grow older and their development progresses, the balance of activities gradually shifts towards more adult-led experiences, helping to prepare them for the more structured learning environment they will encounter in Year 1. This gradual transition ensures that children develop the skills, confidence, and independence needed for the next stage of their education, while still maintaining the rich, play-based experiences that form the foundation of the EYFS curriculum.

5. Assessment

At Hadleigh Infant and Nursery School, 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.

When a child is **aged between 3 and 4**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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.

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.

6. Working with parents and carers

At Hadleigh Infant and Nursery School, we believe that children thrive when there is a strong, collaborative partnership between staff, parents, and carers. We value the vital role that parents and carers play in their child's learning and development and strive to foster open, supportive communication.

Communication and Engagement

- **Regular Updates:** Parents and carers are regularly informed about their child's progress through informal discussions, written updates, and formal meetings. We also use specific communication tools, e.g., ClassDojo, SeeSaw, newsletters, or email updates to maintain ongoing communication.
- **Parents' Evenings and Reporting:** Structured parents' evenings are held twice each year to review progress and discuss any concerns or areas for development. Additionally, detailed progress reports, including the Early Years Foundation Stage (EYFS) Profile, are provided annually to offer a comprehensive view of each child's achievements and next steps.

Key Person System

Each child in the nursery is assigned a dedicated key person who acts as their main point of contact and advocate within the setting. The key person:

- Ensures that the child's learning and care are tailored to meet their unique needs and interests.
- Acts as a bridge between the nursery/school and home, offering personalized support and guidance to parents and carers in nurturing their child's development.
- Facilitates connections with external support services or specialists if additional help is required.

Supporting Learning at Home

We work closely with families to encourage home learning by:

- Sharing activity ideas and resources that align with the EYFS framework.
- Providing workshops or information sessions on key topics such as phonics and mathematics
- Offering an open-door policy where parents and carers can seek advice or share concerns about their child's development.

Building Community

To strengthen the relationship between the school and families, we host events such as open evenings where parents and carers can engage with their child's learning and connect with other families in our setting.

By working in partnership with parents and carers, we aim to create a nurturing environment where every child can reach their full potential.

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 early years provision:
 - 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
 - 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
 - We comply with infant class size legislation and have at least 1 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. This PFA certificate is renewed every 3 years as required.

We place a strong emphasis on promoting good oral health, as well as good health in general, in the early years as part of our wider commitment to supporting children's overall well-being and healthy development. By instilling positive habits early, we aim to help children build lifelong practices that benefit their health.

Our Approach to Promoting Oral Health

We incorporate discussions and activities about oral health into our daily routines and curriculum to ensure that children understand the importance of caring for their teeth. This includes:

- The effects of eating too many sweet things
- The importance of brushing your teeth

Wider General Health Promotion

In addition to oral health, we support children in developing good overall health habits, such as:

- **Healthy eating:** We provide guidance on nutritious food choices through discussions during mealtimes, cooking activities, and interactive food sorting games.
- **Physical activity:** Daily outdoor play, movement sessions, and activities like yoga or dance help children stay active and understand the importance of exercise for their bodies.
- **Personal hygiene practices:** We teach children about handwashing, using tissues, and other self-care practices to reduce the spread of germs and maintain health.

By integrating these lessons into everyday experiences, we aim to build a strong foundation for lifelong healthy habits in our children.

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 the Headteacher and EYFS phase leader every 2 years. At every review, the policy will be shared with the governing board.