

# Hartford Manor Primary School and Nursery



## Early Years Foundation Stage (EYFS) policy

Date: Autumn 2025
Review Cycle: Annual
Reviewed By: Mr S Kidwell
Approved By: TLSAB
Next review date: Autumn 2028

## Contents

1. Aims.....	3
2. Legislation .....	3
3. Structure of the EYFS.....	3
4. Curriculum .....	4
5. Assessment .....	5
6. Working with parents .....	6
7. Safeguarding and welfare procedures .....	6
8. Monitoring arrangements.....	8
Appendix 1. List of statutory policies and procedures for the EYFS .....	9

---

## **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 \(EYFS\)](#).

## **3. Structure of the EYFS**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Hartford Manor, children join us in Nursery during the term following their third birthday. Children join the Reception class in September following their fourth birthday.

### **Inclusion**

We value the diversity of individuals within the school. All children at Hartford Manor are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

In our school, we believe that all our children matter. 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.

In the Foundation Stage, we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with additional needs, children who are more able, children with disabilities, children from all

social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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 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**

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

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 a challenging and enjoyable experience. 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet and creative. Each classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The Foundation Stage has an enclosed area, and children are able to access between the indoor and outdoor areas regularly. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

## 5. Assessment

At Hartford Manor, 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.

Within the first 6 weeks of a child **starting 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**

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

We recognise that parents and carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts school through informal meetings and collection of information when their child visits school
- Offering both parents and the children the opportunity to spend time in the Foundation Stage before starting school
- Operating an 'Open door' policy for parents with any queries
- Sharing regularly the children's online 'Learning Journey' and valuing the ongoing contributions to these from parents
- Offering three parent/teacher consultation evenings per year
- Sending a report on their child's attainment and progress at the end of the school year

## **7. Safeguarding and welfare procedures**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand the importance of 'staying safe'. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children (See School Safeguarding Policy).

At Hartford Manor, we understand that we are legally required to comply with the Welfare Requirements as stated in the Statutory Framework for Early Years Foundation Stage.

We understand that we are required to:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure all adults who look after the children, or who have unsupervised access to them are suitable to do so
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.
- Ensure that all Early Years staff complete level 2 Basic Awareness Safeguarding training every 2 years
- Ensure that there is always be a member of staff in the room with a valid paediatric first aid certificate whilst children are eating
- Ensure that children are always within sight and hearing of a member of staff whilst eating

We make sure that the appropriate statutory staff to 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 and a qualified teacher leading the Nursery class.

For reception classes in maintained schools and academies:

- 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 promote good oral health, as well as good health in general, in the early years by:

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

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by TLSAB every 3 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 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 safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy