





To inspire, enrich and nurture so each individual reaches their full potential

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The HCFS is a company limited by Guarantee Registration number 07648654

Early Years Foundation Stage (EYFS) Policy

March 2026

To be reviewed annually in the Spring Term

Next Review: March 2027

History of Document

Issue No.	Date Issued	Prepared By	Approved By	Comments
Issue 1	March 2022	Victoria Hobson	Trust Board	Policy Created
Issue 2	March 2023	Victoria Hobson	Victoria Hobson	Section 5 updated to show removal of termly checkpoints for YR pupils
Issue 3	April 2024	Martha Surry	Victoria Hobson	Section 5 updated to include phonics assessments
Issue 4	April 2025	Martha Surry	Victoria Hobson	No changes
Issue 5	March 2026	Martha Surry	Victoria Hobson	Updates in various areas to be in line with Statutory Guidance

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1. Aims

Our EYFS provision lays strong foundations for children’s cognitive, social, emotional, and physical development through high-quality care, a nurturing environment, and a stimulating curriculum. Our school ethos aims to inspire, enrich and nurture so each individual reaches their full potential.

The EYFS framework sets the statutory standards for the development, learning and care of children from birth to age 5. It sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. Within our school, we aim not only to meet these standards and provide a rich learning environment where children flourish across all areas of development. Our curriculum is designed to be relevant, inspiring, and responsive to children’s needs.

EYFS seeks to ensure:

- Quality and consistency so every child makes good progress and none are left behind
- A secure foundation through planning, assessing and reviewing each child’s learning
- Strong partnership working with parents and carers
- Equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on the requirements set out in the [EYFS statutory framework for group and school-based providers](#)

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

3. Structure of the EYFS

The EYFS setting at HCFS comprises of three classes of Reception age pupils Badgers Class, Hedgehogs Class and Rabbits Class. The children are split into class groups of 20 pupils and are taught by one qualified teacher and supported by a full time Learning Support Practitioner. Children are allocated a classroom teacher, however across the week will work with a range of adults within the setting.

4. Curriculum

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 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. Children learn through high-quality adult-led and child-initiated activities, with a focus on language, early reading and number sense.

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.

Throughout the year, the Reception children are introduced to more formal learning in the subjects phonics, maths and literacy. Children are taught phonics through the Little Wandle scheme.

4.1 Planning

We ensure planning is ambitious, engaging, and personalised. Practitioners plan responsively using high-quality observations and reflections on each child's journey, taking 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 these are shared regularly with parents on Tapestry. Parents are encouraged to share special family moments and home learning on Tapestry so that teachers can celebrate these moments in setting.

Children learn best through hands-on, meaningful play and real experiences, by adults modelling, by observing each other and through adult-guided learning.

We provide:

- a balance of adult-led and child-initiated activities
- enabling indoor and outdoor environments
- language-rich interactions and guided play

We promote the Characteristics of Effective Learning:

- playing and exploring
- active learning
- creating and thinking critically

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. When appropriate, the team work closely with the SENCO (Ashley Holmes) to create Individual Education Plans each term. These are carefully written and highly personal targets and steps to promote progress.

4.2 Teaching and learning

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 interactions. Warm and secure routines for play and learning.

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 their next developmental stage.

5. Assessment

At HCFS, ongoing assessment is an integral part of the 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.

Parents will be kept up-to-date with their child's progress and development, and the EYFS teachers will address any learning and development need in partnership with parents. Parents are expected to attend parent meetings, workshops and other opportunities that are provided by the school to support children's learning. Parents will be kept updated of these meetings, via email, verbal communication and the parent communication board.

HCFS assessment procedures are set out in the Assessment Policy (found on school website). Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate, as set out in the SEND Policy (found on school website).

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA) and baseline them against the seven areas of learning.

Each term, the teachers assess each child's attainment against the seven areas of learning.

A phonics assessment is carried out every six weeks to help identify and work towards plugging gaps through planned interventions. The results of these assessments are sent home with 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 ('working towards').

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.

In Reception year, teachers and practitioners will also utilise the early learning goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of the EYFS.

6. Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development through regular updates on Tapestry. Parent consultations in the Autumn and Spring Terms, the termly Achievement Communications and the end of year EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person (their 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.

The school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. We also encourage parent support through attendance at workshops and wider school events such as coffee mornings, stay and plays. Parents are encouraged to share children's achievements and learning via Tapestry. Parents are asked to complete admission forms, a medical form, home time arrangements form and a parental consent form.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by commencing each academic year with an 'All About Me' project. Discussions continue throughout the year, for example by talking to children about:

- The effects of eating too many sweet things;
- The importance of brushing your teeth;
- The importance of eating healthy e.g. fruit and vegetable snacks and milk each day.
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The rest of our safeguarding and welfare procedures are outlined in our Safeguarding Policy (found on the school website).

7.1 Food, drink and healthy eating

HCFS pay regard to the 'Early Years Foundation Stage nutrition guidance'. Children are provided with a healthy, balanced and nutritious meal each lunchtime and a piece of fruit for afternoon snack. Children are allowed to bring in a healthy snack for morning break.

Parents are asked to share any food intolerances or allergies their child may have. Parents are also expected to update the office, if and when this information changes. Fresh drinking water is always available and accessible to children.

All of the EYFS team hold a paediatric first aid certificate. Children are always within sight of hearing of a staff member when eating.

8. Monitoring Arrangements

This policy will be reviewed and approved by the Principal annually. Significant changes to the policy will need approval by the trust board.

9. Links to other policies:

Assessment Policy
Attendance Policy
Behaviour Policy
Child Protection Policy
Feedback and Marking Policy
First Aid Policy
Intimate Care and Toileting Policy
SEND Policy
Transition Policy