



Early Years Foundation Stage (EYFS) Policy

Chair of FGB: Bob Bullivant

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Revision Record

Revision No.	Date issued	Prepared By	Approved By	Comments
1	18.07.18	MG	FGB	New policy put in place
2	13.05.20	MG	FGB	Updated policy
3	13.07.22	LN	FGB	Updated policy to reflect the Revised EYFS framework
4	10.09.23	EP	KS	Updated to reflect changes in curriculum and provision
5	16.09.24	EP	KS	Updated to reflect changes in curriculum and provision
6	04.08.25	EP		Updated policy to reflect the Revised EYFS framework

Introduction

At Haylands Primary School we are committed to providing a high-quality early years' education which gives children a secure and confident start to their life and nurtures a lifelong love of learning.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Haylands Primary school is also responsible for Haylands preschool (formerly called Puddleducks) and staff may switch between the preschool and school. The preschool has its own designated manager, line managed by the EYFS leader under the guidance of the Headteacher. At our school, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. Details of the statutory guidance can be found below.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The Four EYFS Principles

The four EYFS principles that must be at the forefront of practice are:

- Every child is unique
- Positive relationships help children to progress
- Enabling environments help children to learn with their own individual interests and needs
- Learning occurs at different rates for each child

A Unique Child

At Haylands we recognise that every child is a unique learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion and Equality

All children and their families are valued at our school. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Assessments take into account contributions from a range of perspectives including parents to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCO is called upon for further information and advice. Supportive steps are taken (without the need for a diagnosis) to support children's development in accordance with the school's Inclusion policy for SEN.

We meet the needs of all our children through:

- planning opportunities that 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;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children based on their current understandings and learning needs.
- monitoring children's progress and taking action to provide support as necessary.
- Considering children's privacy and balancing safeguarding with their support needs when changing nappies and toileting.

Welfare and Safeguarding

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 why they exist. 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 manage them. We aim to protect the physical and psychological well-being of all children. EYFS follows the Haylands' Whole School Safeguarding Children Policy. Safeguarding training and whistle blowing procedure is delivered yearly to all staff with additional updates and reminders throughout the year to support practitioners. All staff are trained in the use of CPOMs recording system to log concerns and disclosures. We have a Designated Safeguarding Lead (DSL) based in Preschool as well as several DSLs working across the setting who liaise in person at least and use the CPOMs system to share important information where needed.

"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."

At Haylands Primary School we recognise our responsibility to fulfil welfare requirements stated in the Statutory Framework. We understand that we must:

- Take all necessary steps to keep children safe and well.
- Safeguard children.
- Ensure the adults who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures

Absences

At Haylands we recognise the importance of attendance in education and also the role we have in protecting children's safety and welfare. Haylands EYFS will follow the Haylands Whole School Attendance policy which is shared with parents. If a child is absent from school or preschool without notification from a parent/carer or for a prolonged period of time we will attempt to make contact with parents/carers (or alternative emergency contact where necessary) via phone or text message. Concerns will be raised with a DSL and where deemed necessary concerns will be referred to social services or a police welfare check will be requested.

Recruitment

Haylands EYFS follows the Haylands Whole School Recruitment Policy. When employing new staff, employers are trained in safer recruitment (using iHASCO) and 2 post specific references are sought, including the candidates current/most recent relevant (working with children where applicable) employer/education provider. We ensure the information confirms whether the referee is satisfied that the applicant is suitable to work with children and provides the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold. References should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious. References are checked for legitimacy and further clarification is sought where information is vague. A reason for the candidate leaving their current employment is requested and all concerns are resolved satisfactorily before any appointment is confirmed. Recruitment information, evidence of qualifications and identity and criminal record check reference numbers are stored by the School Business Manager.

Positive Relationships

At Haylands Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents/carers have played, and their future role, in educating the children. We do this through:

- talking to parents/carers about their child before their child starts in our setting; about their children's circumstances, interests, skills, needs and any concerns or aspirations they may have.
- ensuring that the parents and carers are provided with information at our 'Welcome to Haylands' meeting, home visits and stay and play sessions prior to the children starting school enabling them to feel confident about the transition process.

- ensuring arrangements for settling into preschool/school are flexible for specific children who have been identified as needing an adapted transition.
- ensure parents are kept informed about the curriculum and school life through letters, the school messaging service and the school website.
- inviting Reception parents to attend information sessions where topics such as phonics, maths and writing are covered.
- encouraging an open-door policy for parents to talk to the child's teacher/key person before or after school or by phone if there are any concerns or things that need to be celebrated.
- offering parents at least 3 opportunities a year to talk about their child's progress and next steps to learning.
- parents receive a report on their child's attainment and progress using the EYFS Profile at the end of the Reception year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: such as stay and play sessions, school visits, family learning activities, library time, reading mornings and literacy and numeracy workshops.

Enabling Environments

At Haylands we aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision which children can access independently. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant.

Effective learning builds and extends upon prior learning and following children's interest. The planning is informed by observations of the children to ensure we follow their current interests, experiences and make sure they are being challenged or supported. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

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

The specific areas are:

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

We use Development Matters and Birth to 5 Matters to support us in planning developmentally appropriate learning activities.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

[Birthto5Matters-download.pdf](#)

Planning will be developed recognising the different ways that children learn and reflect these in taught and guided experiences as well as opportunities provided within the environment. We support children in developing the three characteristics of effective learning. These 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Religious Education is also taught in the reception classes in accordance with the Isle of Wight guidelines.

Assessment

Careful observations made within the environment, during adult led and enhanced activities and more formal assessment points help to ensure children consistently make good or better progress and children who are not making good progress are identified quickly and offered additional or alternative support. Assessment guides the provision to support pupils to progress throughout EYFS.

When a child is aged between two and three, practitioners review their progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas.

At the beginning of the Reception year, children are assessed on the Reception Baseline Assessment.

<https://www.gov.uk/government/publications/reception-baseline-assessment-assessment-and-reporting-arrangements-ara/2025-reception-baseline-assessment-assessment-and-reporting-arrangements-ara>

At the end of the Reception year the Foundation stage profile is completed.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024319/Early_years_foundation_stage_profile_handbook_2022.pdf

Health and Safety

At Haylands there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS areas (see EYFS risk assessment) and a whole school safeguarding children policy, which contains detailed information and procedures to ensure the safety of the children is in place.

At Haylands Primary we undertake:

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At Haylands Primary a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers as soon as practically possible.
- Fresh drinking water is available at all times
- Children's dietary needs, preferences, allergies and intolerances are recorded before starting the provision and parents are requested to check and update these at least yearly (with more frequent reminders to inform the school of any changes). This information is shared with all staff involved in the preparation and handling of food. Class teachers and the Preschool staff member providing the food are responsible for checking that the food provided meets all requirements for each child at every meal and snack time. Where appropriate allergy action plans are created and kept up to date. We will ensure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the difference between allergies and intolerances and that children can develop allergies at any time.
- The EYFS environments have a snack and sink area used provide healthy snacks and drinks. Parents will be provided with a half termly snack menu outlining our EYFS policy on encouraging healthy eating. All food will be prepared in a way that prevents choking (following the DfE guidance: [Help for early years providers : Food safety](#)).
- A first aid box is accessible at all times and a record of accidents and injuries is kept. All staff within ratio are Paediatric First Aid trained (with a PFA certificate). At least one member paediatric first aid trained staff (with a PFA certificate) is in the same room and within sight and hearing of children whilst they are eating.
- Children's behaviour is managed effectively through the use of a whole school system, which is adapted to the stage and development of individual needs.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy is in place.
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. I pads that are used in school must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level. There are optional Haylands' t-shirts and fleeces available for staff while working in the setting.

Transition

From Preschool /Feeder settings

At Haylands our EYFS includes preschool (from the age of 2) and Reception year in the main school. The preschool and Reception children participate in joint activities weekly. The preschool children play in the Reception environment once per week and listen to a story in the Reception classrooms at least twice a month throughout the school year. Also, joint activities are organised half termly for the Preschool children and the Reception children to participate in planned activities together. Our Preschool children use the school hall for eating their lunch.

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition for all children (including those who do not attend Haylands preschool).

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and there is an opportunity to visit the reception classes again and ask questions.
- At the start of the Autumn term the teachers attend their children's homes and it is a good opportunity for the teacher to ask the children and parents questions and vice versa. The children's interests are used during the Autumn term to support transition and to inform planning. This is also an opportunity for teachers to explain to parents about Pupil Premium funding.
- During the Summer term before the children join Reception at least 3 Play and Stay sessions are run after school in the Reception Classrooms where the children and parents can stay, meet the staff and other children and their families.
- The children have the opportunity to visit their classroom for a morning in the summer term. Vulnerable children are offered additional visits.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Early Help Assessment Framework (EHA) process.
- The Reception teachers consult with or visit the feeder settings. If appropriate the inclusion leader will also visit.
- At the end of the summer term the feeder Preschools transfer their records to school which help inform the class teachers of the children's phase of development, their interests and other information that may be helpful.
- Children start school full time in the second week of term in September unless a phased start has been agreed with the Headteacher, Inclusion leader and Early Years Leader.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the Early Years Foundation Stage Policy September 2025

planning of activities in Year 1. The EYFS Profile data is, our whole school data system so the Year 1 teachers have a benchmark to work from.

Over the Summer term the Year 1 teachers will meet their new classes for story times or other activities as well as teach them during at least one moving up day, so they have a clear picture of the children's stages of development and help the Reception teachers moderate their data.

There is a similar EYFS structure to the school day during Year 1 where there is an overlap in approach and routines. The Year 1 children will continue to access some play-based learning and this will gradually become more formalised by the end of the year.

This policy will be reviewed regularly for its effectiveness by asking the following questions

- Does this policy have clear objectives and do these objectives meet the needs of the pupils?
- How are staff, pupils and parents made aware of the policy and its procedures?
- What is the evidence of its implementation? How is this policy being monitored within the school and who is responsible?
- What works well and what needs improvement – where is the evidence and how do we know?
- What are the outcomes and how does this make things better for our pupils?
- Are there any changes to statutory framework or DfE guidance?