

# Early Years Foundation Stage (EYFS) policy

Hamsey Green Primary School



Hamsey Green  
Primary School



<b>Approved by:</b>	Karen Jordan	<b>Date:</b> 01.09.25
<b>Last reviewed on:</b>	01.09.24	
<b>Next review due by:</b>	01.09.26	

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### 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide 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 [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) for 2025.

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

### 3. Structure of the EYFS

At Hamsey Green, our EYFS begins with Nursery provision at ‘Acorns Nursery’ for children from 2 years old.

*We offer:*

- *15 hours ‘working entitlement’ from the term after their second birthday or FEET for 2 year olds;*
- *15 hours funded universal sessions, flexible from 9am-12pm or 12pm-3pm for 3 and 4 year olds; All children will be eligible for admission to a nursery class in the term **after** they turn three years old, subject to an application being made and places being available;*

- Private funded sessions flexible 9am-12pm or 12pm-3pm as a 'top up' to 30 hours (2 year olds from their second birthday);
- 30 hours 'working entitlement' funded offer (where eligible) from 9am-3pm

Lunch, nappies and wipes are to be provided by the parent.

Any child who is offered a place at two years old will automatically have a right to a place at three years old until they transfer in to a Reception class.

If the Nursery is over-subscribed, places will be offered as follows:

- Looked after and previously looked after children;
- Exceptional social/medical need;
- Children who will have a sibling attending the nursery or the main school at the time of admission;
- Children who will turn four during the school year prior to reception year.

Where the category is oversubscribed, children will be ranked according to the straight line distance that they live from the school with priority being given to children who live closest to the school. (If our Nursery is oversubscribed, we will maintain a waiting list in the order of criteria listed above).

**Parents/carers are advised that admission to a school's nursery does not guarantee admission to the Reception class at our school. Applications for Reception must be made on-line via the relevant council authority and be submitted by the statutory deadline in order to be considered.**

<b>2 year old</b>	Breakfast Club 7.30-9am <b>2 year old £10.50</b>	Morning session 9am-12pm <b>2 year old (£25.20 session)</b>	Lunch session for children staying 9-3 only	Afternoon session 12pm-3pm <b>2 year old (£25.20 session)</b>	After school provision £8.40 per hour <b>2 year old</b> Please state times 3-4pm 3-5pm 3-6pm	Number of additional hours required <b>£8.40</b> per hour for a 2 year old. Full sessions required
<b>(Two year olds eligible for FEET funding or Working Entitlement will receive 15 hours funded free entitlement and any additional hours required will be fee paying at market rates and subject to availability.)</b>						

<b>3-4 year old</b>	<i>Breakfast Club 7.30-9am</i>	<i>Morning session 9am-12pm</i>	<i>Lunch session for children staying 9-3 only</i>	<i>Afternoon session 12pm-3pm</i>	<i>After school provision £6.30 per hour</i>	<i>Additional sessions £6.30 per hour for a 3/4 year old. Full sessions required.</i>
	<b>3/4 year old £8.40</b>	<b>3/4 year old (£18.90 session)</b>		<b>3/4 year old (£18.90 session)</b>	<b>3/4 year old</b> <i>Please state times</i> 3-4pm 3-5pm 3-6pm	
<b><i>(Three/Four year olds eligible for FEE funding will receive 15 hours funded free entitlement. Any additional hours required will be fee paying at market rates and subject to availability or funded through Extended Hours Funding.)</i></b>						

Most of our Acorn children will then transition to our two Reception classes 'Inkpen' & 'Butterworth', (located on the school campus). In addition to this intake, we also welcome children from a wide range of other local nurseries and provisions.

The session pricing will be reviewed annually.

#### 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 inter-connected. The prime areas, are 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 the 4 specific areas:

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

## 4.1 Planning

When planning and guiding children's learning and activities, we refer to the "Characteristics of Effective Learning". These characteristics describe factors which play a role in a child's learning and which underpin all seven areas of learning and development.

They comprise of:

- Playing and exploring
- Active learning
- Creating and thinking critically.

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.

The Acorns Nursery staff base their planning around the children's interests, using topics that cover all seven Areas of Learning. Observations are used to gather information to guide and plan next steps for each child.

The Reception team meet weekly to evaluate activities and share assessments and observations. This information is then used to plan the learning for the following week. Learning is planned around a different topic each half term, focussing on the skills we want the children to develop.

## 5. Assessment

At Hamsey Green Primary, 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 2 and 3**, 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.

In addition, Phonic progress is assessed in Reception every 6 weeks, using the Little Wandle Assessment materials.

## 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.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child at Acorns is assigned a key person 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.

In Reception, parents are invited to an individual parent/teacher meeting in the Autumn and Spring Terms. They are also given the opportunity to come in to discuss their child's end of year report.

Reception Staff use Class Dojo to share learning with parents weekly. Parents are also invited to join in workshops/meetings showing how specific skills are taught in school.

Acorns staff use Tapestry to share learning experiences and achievements with parents and vice versa.

## 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:

- Our Nursery Manager, who has Early Years Professional Status (level 6 qualification) oversees a team of Key Workers and Playworkers.
- For children aged 2, we have at least 1 member of staff for every 5 children, although aim for 1:4
- For children aged 3 and over we have at least 1 member of staff for every 8 children
- For our Reception class:  
We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We ensure that we meet all requirements for staff trained in Paediatric First Aid (as detailed in the revised EYFS Framework), ensuring that all members of staff included in ratio complete the necessary training, which is then regularly reviewed and updated as necessary.

We promote good oral health, as well as good health in general, in the Early Years by talking to children about:

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

Members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with Hamsey Green's Safeguarding Policy. Members of staff do, however, use school cameras/tablets to take photographs as evidence to support the regular observation assessment cycle in the EYFS, in children's portfolios, on Tapestry (for Nursery), in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the Photographic Consent form included in their initial starter packs.

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

Mrs Trudy Nicholson is Designated Safeguarding Lead officer based in the Nursery, Mrs Karen Jordan, Assistant Head & EYFS Lead is a Deputy Safeguarding Lead Officer based in EYFS and all concerns are discussed with them. We believe that safeguarding and promoting the welfare of children is everyone's responsibility. Every member of staff who comes into contact with children and their families has a role to play in safeguarding children. We ensure that all children are safeguarded by actively encouraging members of staff to maintain a culture of vigilance and work together proactively with children and families who may need help. All our staff undergo the required safeguarding training which is regularly updated, and all staff are confident with the procedures for reporting concerns via CPOMs. Volunteers and visitors are made aware of our policies and procedures and all of the necessary checks are carried out on any adults working with our children.

## 8. Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing,

wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. Therefore, we require parents to complete a consent form, when the child starts school, in order for staff to assist with intimate care.

## **9. Monitoring arrangements**

This policy will be reviewed and approved by Karen Jordan (Head of Early Years & Assistant Head) every year. 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