

Early Years Found Stage (EYFS) Policy

1. Introduction

When children join Reception at Holy Trinity Pewley Down School, we aim to foster a secure, safe and loving environment for learning, based on an excellent understanding of teaching for this specific age group, and centred upon inclusive, warm and positive relationships that enable children to thrive.

Our school values are embedded throughout the whole of EYFS:

- A zest for learning and love of life
- Everyone treasured and loved as a unique child of God
- Embracing the future with hope and confidence
- Seeing heaven in the moment
- Imagining the journey in another's footsteps, nurturing understanding, respecting all.

Each of these ensures that each child is able to "learn to live."

2. 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

3. Legislation

This policy is based on requirements set out in the [2025 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

4. Structure of the EYFS

The Early Years Foundation Stage (EYFS) extends from birth to the end of the reception year. Entry into Holy Trinity Pewley Down is at the beginning of the school year in which the children are five. Children joining our school have already learned a great deal, coming from one of the many nurseries and pre-schools around the town and joining one of our two reception classes. A secure transition from these settings is essential; we organise nursery/pre-school visits, transition visits, and staggered starts for the term to ensure children continue to thrive from the very beginning of Reception.

5. Curriculum

Our early years setting follows the curriculum as outlined in the 2025 EYFS statutory framework. 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.

The three 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

5.1 Planning

Staff plan activities and experiences for children by always thinking of the children's interests first, enabling children to develop and learn more effectively. By taking into account the individual needs, interests, and stage of development of each child in their care, they plan challenging and enjoyable experiences. 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.

5.2 Teaching

Each area of learning and development is implemented mainly through purposeful play, as well as a mix of carefully planned adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. The children have year-round access to the carefully resourced outdoor area, which includes a large construction area, large sandpit, and an undercover classroom, the Rainbow Room. Adults become co-players with the children, extending and challenging the children's play through skilled questioning and introducing enhancements where possible.

There are a variety of daily whole-class sessions, such as maths and phonics. These sessions are short to begin with, but as the children's development allows, become slightly longer by the end of the year. This opportunity to practise whole-class routines prepares the children well for more formal learning in Year 1.

6. Assessment

At HTPD, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, and interests. These observations are used to shape future planning. 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.

7. 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 throughout the year; two parents' evenings and a written end-of-year report ensure that parents are formally updated on their child's progress. However, an 'open-door policy' helps to foster great collaboration between home and school. General observations of children's learning are uploaded onto Tapestry, which provide updates on learning that is happening in school. There are also several 'Stay and Play' afternoons that parents and/or carers are encouraged to attend.

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 at the end of the year.

Children are taught in a class of thirty, and the teacher is responsible for their learning, tailoring the curriculum to their needs. The teacher supports parents and/or carers in guiding their child's development at home. The teacher, working together with the school SENCO where necessary, also helps families to engage with more specialist support, if appropriate.

8. Safeguarding and welfare procedures

At Holy Trinity Pewley Down we seek to foster a caring family environment. The aim of the PSHE and RSE curriculum in early years forms the start of children's journeys to becoming well-balanced, thoughtful, considerate, confident and proactive members of their communities. Everything is taught in an age-appropriate way; PSHE at HTPD is embedded within assemblies, weekly Thoughtful Times and class worship, as well as our creative curriculum, and forms an integral part of the ethos of our school. It is the part of our curriculum where children truly "Learn To Live".

We promote good oral health, as well as good health in general, in the early years, including:

- Thinking about the importance of brushing our teeth
- Discussing the effects of eating too many sweet things
- Promoting active lifestyles with plenty of exercise, thinking about why exercise good for our bodies and why it makes us feel good
- Washing hands
- Learning how to dress appropriately for the weather – keeping safe from the sun, and wrapping up warm when it is cold

- Practising how to walk safely along the pavement and when crossing the road
- Thinking about people we can trust
- Learning the NSPCC's 'Pants Rule'

The rest of our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding Policy. See Appendix 1 for a list of statutory policies and procedures for the EYFS.

9. Monitoring arrangements

The Governing Body of HTPD first adopted this policy in 2022. It will be reviewed biennially by the Headteacher, the EYFS leader and the governing body, or more regularly in the light of any significant new developments.

Date first adopted: September 2022

Date of review: July 2025

Date for next review: September 2026

Signed:

Deborah Pepper
Governor of Holy Trinity Pewley Down School
Learning Committee Chair

Vicky Ellis
Headteacher

List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Relevant HTPD Policy
Safeguarding policy and procedures	Child Protection and Safeguarding Policy
Procedure for responding to illness	Health and Safety Policy
Administering medicines	Administration of Medicines Policy
Emergency evacuation procedure	Health and Safety Policy and the Lockdown Policy
Procedure for checking the identity of visitors	Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	Child Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	Complaints Policy