# Early Years Foundation Stage (EYFS) Policy

## Table of Contents


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


| | |
|---|---|
| **Prepared By** | R. Kavaliauskiene |
| **Approved By** | Academy Committee |
| **Approval Date** | September 2026 |
| **Policy Review Date** | September 2027 |

# HISP Multi Academy Trust
# Early Years Foundation Stage (EYFS) Policy
# Tanners Brook Primary School

## Document Control

| | | | |
|---|---|---|---|
| **Date** | September 2026 (reviewed) | Author | R Kavaliauskiene |
| **Date of next review** | September 2027 | Version | 2 |
| **Approved by** | Academy Committee | Status | |

### Summary of Changes (September 2026)

- Section 1: Added bullet point one
- Section 1: Added additional bullet points around the principles which guide the policy
- Section 2: Added Keeping Children Safe in Education (KCSIE)
- Section 3: Removed paragraph about morning sessions being more structured
- Section 4, paragraph 2: added the words 'that we must teach'
- Section 4.2: Added two middle paragraphs to highlight focus on play. Additional wording added to final paragraph around preparation for KS1
- Section 7: Additional sections 7.1, 7.2 and 7.3 added to support new guidance
- Section 8: Updated linked policies

# HISP Multi Academy Trust
# Early Years Foundation Stage (EYFS) Policy
# Tanners Brook Primary School

## 1. Aims

'Striving for our personal best to make our community proud' is our school vision and we are proud to equip our children with the skills, qualities and values they need to make this happen. We are committed to providing the very best that we can for every child at Tanners Brook Primary School. We strive for the highest standards of care and education and believe in providing exciting experiences that support and inspire memorable and engaging learning and foster a love for learning.

This policy aims to ensure:

- That children learn and develop well and are kept healthy and safe
- 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

This policy is guided by the following principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between staff and parents and/or carers
- The importance of learning and development, with a consideration that children develop and learn at different rates

## 2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS framework), effective from 1 September 2026, and the latest version of the Department for Education's statutory guidance Keeping Children Safe in Education.

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

## 3. Structure of the EYFS

Tanners Brook Primary School has two Reception classes, with capacity for 60 pupils within the cohort. Starting school can be a difficult time for young children; therefore, we carefully plan transitions and have staggered entries, which means pupils start part time at the beginning of September, with the aim of being in full time by mid September.

We believe that effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Therefore, we plan a variety of different learning opportunities.

All teacher-led sessions follow the Tanners Brook lesson structure, and all our provision is grounded in the Tanners Brook pedagogical SCRAM model, which is based on the principles of Support, Challenge, Remember, Adapt, and Model.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas are important and interconnected. 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 **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

Further to these learning areas, the Characteristics of Effective Learning underpin the learning in EYFS.

The **characteristics of effective learning** and teaching are:

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

### 4.1 Planning

At Tanners Brook our staff are ambitious for our children. Teachers plan activities and experiences for children that enable them to develop and learn effectively, focusing strongly on the 3 prime areas. Teachers value ideas, play and creativity from our children and where possible adopt their ideas and interests into our child-led responsive planning and teaching. We believe that learning through play is essential for children's development, but equally adult-led structured teaching is necessary to provide the secure foundations for good future progress. As children grow older throughout the reception year, a greater focus is on teaching the essential skills and knowledge in the specific areas to help children to prepare for year 1.

Teachers consider 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, it is considered 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 carefully planned, purposeful play, alongside a balance of adult-led and child-initiated activities. Adults respond to each child's needs and interests, guiding their development through warm, positive interaction.

Staff recognise that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems.

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

As children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

## 5. Assessment

At Tanners Brook Primary School, ongoing assessment is an integral part of the learning and development processes throughout Reception year. Adults observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. In teacher-led sessions, Rapid Recalls and Rapid Reviews provide key assessment opportunities at the start and end of each lesson to evaluate pupils' knowledge and skills.

Where possible, teachers also take into account observations shared by parents and/or carers and other adults working within the setting.

Within the first 6 weeks of a child starting reception, staff will administer the Reception Baseline Assessment (RBA) on a 1 to 1 basis alongside observing and getting to know the children so we know every child's starting point and can best plan and develop their next steps.

At the **end of the EYFS**, teachers 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 and with the year 1 teacher to ensure seamless transition into KS1.

The profile is moderated internally (referring to the Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## 6. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between school and parents and/or carers and therefore we work very closely to ensure parents are as involved as possible with their child's learning.

Each child is offered a home visit in September prior to starting school so that those early vital relationships can be built. This is a time to meet our new families, answer any personal concerns and questions parents may have.

Throughout the year, parents are invited to a variety of events, for example stay and play sessions, workshops, performances, picnic and sharing our learning afternoons. Weekly newsletters are sent home to share any key information and dates and to inform of what children are learning that week as well as to suggest ideas what parents and /or carers can do at home to support their child.

We also send home reading books and reading records as we believe a children's love of reading and progress in reading is an important joint partnership between school and home.

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

## 7. Safeguarding and welfare procedures

At Tanners Brook Primary School, we comply with welfare requirements as stated in the Statutory framework for Early Years Foundation Stage.

The safety of children is always of paramount importance to us. We aim to educate our children on boundaries, rules, and limits and to help them to understand why they exist. We encourage and teach children how to take risks and highlight the importance of keeping themselves safe.

### 7.1. Paediatric first aid (PFA)

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. The PFA certificate is for a full course consistent with the criteria set out in Annex A of the EYFS framework. This PFA certificate is renewed every 3 years as required.

### 7.2 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid PFS certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating and seated safely and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved.

### 7.3 Screen use

We have regard to the DfE's help for early years providers: screen use guidance when making decisions about how and when children use screens in our setting.

The school takes its child protection responsibilities very seriously. All staff have received (and receive) safeguarding training regularly and follow Tanners Brook Child Protection and Safeguarding Policy.

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

## 8. List of other statutory policies and procedures for the EYFS

| Statutory policy or procedure for the EYFS | Where can it be found? |
|---|---|
| Safeguarding policy and procedures | See HISP Child Protection and Safeguarding Policy |
| Procedure for responding to illness | See Health and Safety policy<br>See First Aid Policy |
| Administering medicines policy | See Supporting Pupils with Medical Conditions Policy<br>See Pupil Allergy Policy |
| Emergency evacuation procedure | See Health and Safety Policy |
| Procedure for checking the identity of visitors | See HISP Child Protection and Safeguarding Policy |
| Procedures for a parent failing to collect a child and for missing children | See HISP Child Protection and Safeguarding Policy |
| Procedure for dealing with concerns and complaints | See Complaints Policy |