



Early Years and Foundation Stage (EYFS) Policy

Written by: Joel Hann
Approved by: Full Governing Body on 9 Oct 2025
Review Date: September 2026

Contents

[EYFS Curriculum Intent](#)

[Aims](#)

[Legislation](#)

[Structure of the EYFS](#)

[Curriculum](#)

[EYFS Framework](#)

[Planning](#)

[Teaching](#)

[Assessment](#)

[Working with parents and Carers](#)

[Safeguarding and welfare procedures](#)

[Monitoring arrangements](#)

[Appendix 1. List of statutory policies and procedures for the EYFS](#)

EYFS Curriculum Intent:

At Queen's Hill Primary School, our Early Years Foundation Stage (EYFS) curriculum is designed with the firm belief that every child is unique, capable, and full of potential. Rooted in the principles of *Development Matters*, our intent is to create a nurturing, stimulating, and ambitious environment where children can thrive, laying the strongest foundations for future learning and life.

Our Intent:

- **To nurture the Unique Child:** We recognise and celebrate every child as an individual, understanding that children develop at their own rates and in their own ways. We provide a personalised approach that meets each child's interests, experiences, and needs.
- **To foster Positive Relationships:** We aim to build warm, trusting relationships with every child and their family, creating a secure base from which children feel valued, safe, and confident to explore, take risks, and make sense of the world around them.
- **To provide Enabling Environments:** Our learning spaces, both indoors and outdoors, are thoughtfully planned and rich in opportunities for purposeful play, discovery, and challenge. We ensure that resources are inclusive, accessible, and engaging, reflecting our diverse community.
- **To promote Learning and Development across all areas:** Through a carefully sequenced, broad, and balanced curriculum, we ensure children experience a wide range of learning opportunities. Our curriculum is built on high expectations and is designed to develop children's resilience, curiosity, communication, independence, and readiness for the next

stage in their education.

- **To secure strong foundations for lifelong learning:** We prioritise the Prime Areas of learning — Communication and Language, Personal, Social and Emotional Development, and Physical Development — recognising these as essential for children's future success. These are skilfully interwoven with the Specific Areas, ensuring all children make good or better progress from their individual starting points.
- **To cultivate a love of learning through play:** We believe high-quality play is central to children's development and learning. Our practitioners interact with children, extending thinking, promoting language, and scaffolding new concepts within meaningful, playful experiences.
- **To champion inclusive, ambitious outcomes for all:** Our provision is inclusive and driven by the belief that no child should be left behind. We identify barriers to learning early and work collaboratively with families and professionals to provide timely, effective support.

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

Legislation

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

Structure of the EYFS

At Queen's Hill Primary School, we have Nursery and Reception classes.

Our Nursery is available for children aged 3-4 years old and offers a maximum of 30 hours a week for each child. Parents/carers can state whether they prefer their child to attend morning (8:30-11:30am) only or a full day (8:30am-2:30pm) session. Eligible parents will be able to access

their funded entitlement hours. Where places are still available, we may offer these in the priority set out in our admissions policy, in the spring and/or summer term. This means that some children may experience up to five terms in Nursery before starting in Reception.

The school has an agreed admission number of 75 pupils for entry into Reception classes for children aged 4-5 years old. The school day starts at 8:30am and finishes at 3pm.

Curriculum

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

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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.

EYFS Framework

The three prime areas are:

i. Communication and language

- Listening, Attention and Understanding
- Speaking

ii. Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

iii. Physical Development

- Gross Motor Skills
- Fine Motor Skills

The prime areas are strengthened and applied through **four specific areas:**

i. Literacy

- Comprehension
- Word Reading

- Writing

ii. Mathematics

- Number
- Numerical Patterns

iii. Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

iv. Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”

Development Matters, September 2020.

Planning

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 three 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.

Staff use the year groups' [whole school plan](#) to create medium term plans. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Staff consider the use of the indoor and outdoor environment when planning. Staff use the Read Write Inc. program to teach phonics systematically. White Rose Maths materials are used to support the teaching of maths with a mastery approach.

Staff develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early years foundation stage, key group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils.

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.

In Reception, children will take part in short whole class learning time. This will match what they are developmentally ready for. As they become more familiar and settled at school they may take part with other aspects of wider school life such as assemblies and other celebrations and events.

At Queen's Hill Primary School, outdoor learning is integral to our curriculum and has a huge benefit on our children. Because of this, all children in the EYFS access the outdoor area available. Reception may also visit the school's offsite outdoor classroom to enhance their learning. This is done when we judge them to be ready.

Assessment

At Queen's Hill Primary School, ongoing assessment is a vital 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. Practitioners also take into account observations shared by parents and/or carers. This is all completed on our online platform - Tapestry.

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.

Working with parents and carers

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. This is mainly achieved through photographs, videos and written observations recorded on Tapestry. Staff also communicate via email, telephone and face-to-face regularly to communicate updates and concerns with parents and/or carers. Further to this, an annual written report is produced by class teachers for parents and/or carers and parents' evenings are held throughout the year. The finalised EYFS profile, produced at the end of Reception, helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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. Our safeguarding and welfare procedures ensure a welcoming, safe, and stimulating environment where children can enjoy learning and grow in confidence.

Staffing & Ratios

- **Nursery (3+ years):** At least 1 member of staff for every 13 children; at least one qualified teacher as defined by section 122 of the Education Act 2002.
- **Reception:** Comply with infant class size legislation; at least 1 teacher per 30 pupils.
- **Paediatric First Aid (PFA):** At least one staff member with a current PFA certificate is on premises and available at all times, including on outings. Certificates are renewed every 3 years.

Health, Hygiene, and Safer Eating

At Queen's Hill Primary School, we recognise that promoting health, hygiene, and safer eating is central to safeguarding children and supporting their learning and development. Our approach ensures that all children develop healthy habits and stay safe during mealtimes and daily routines.

Promoting Good Health

- Encourage children to develop personal hygiene routines, including regular handwashing before eating, after using the toilet, and after outdoor play.
- Teach children about the importance of a balanced diet, hydration, and limiting sugary snacks and drinks.

- Support good oral health by incorporating lessons on brushing teeth and talking about the effects of sugar on teeth.
- Monitor children for signs of illness and respond promptly according to our procedures for responding to illness.

Safer Eating Practices

All staff are trained to understand and follow safer eating procedures, including:

- **Supervision:** Children are supervised at all times during snack and meal times.
- **Allergies and dietary requirements:** Individual dietary needs are recorded, communicated to staff, and strictly adhered to. Children with allergies have clear management plans, including emergency procedures for allergic reactions.
- **Choking prevention:** Staff ensure that food is age-appropriate, cut into small pieces, and children are seated while eating.

Hygiene and Environment

- All areas used for eating are clean, safe, and well-maintained. Tables are wiped before and after meals.
- Children are taught to clean hands thoroughly before and after meals.
- Staff model good hygiene practices, including safe handling of food and cleaning up spills promptly.

Promoting Healthy Habits

- Encourage children to make healthy choices and understand why these choices are important.
- Regular discussions and activities help children develop awareness of personal care, nutrition, and the effects of sugar and unhealthy foods.
- Integrate health education into daily routines, learning activities, and play opportunities.

Staff Responsibilities

- Staff ensure that all procedures are followed consistently.
- All incidents, such as allergic reactions or choking, are recorded and reported in accordance with our accident and incident policies.
- Staff participate in regular training and updates related to food safety, allergies, and first aid.

Safeguarding and Protection

- **Whistleblowing:** Staff can report safeguarding concerns internally or externally; procedures are outlined in the **Safeguarding Policy**.
- Staff follow the procedures set out in the **Attendance policy** if a child is absent without explanation or has a prolonged absence.
- Staff ensure toileting and nappy changing procedures balance safeguarding with children's privacy and dignity, in line with our **intimate care policy**

E-Safety and Digital Wellbeing

- We teach e-safety in age-appropriate ways using guidance from **Education for a Connected World**.

Monitoring arrangements

This policy will be reviewed and approved by the governing body annually. 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 the safeguarding policy
Procedure for responding to illness and medical conditions	See attendance, supporting pupils with medical conditions policies, first aid policy and intimate care plans
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy and fire safety policy
Procedure for checking the identity of visitors	See safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy