

# Hartsfield JMI School



## Early Years Foundation Stage (EYFS) Policy

Approval Date:  
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Review Date:  
February 2028

Name:  
Role:

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Headteacher

Approved by Governing body

Name:  
Role:

Bob Hopcraft  
Chair of Governors

## 1. 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

## 2. Legislation

This policy is based on requirements set out in the [EYFS statutory framework for group and school-based providers](#) dated September 2025

## 3. Structure of the EYFS

We have provision for a total of 60 children in Reception with 2 classes of 30 that have separate 'carpet'/teaching areas and share communal areas both inside and outside.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025. 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 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

### 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively.

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.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

## 5. Assessment

At Hartsfield JMI School, ongoing assessment is an integral 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. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). Reasonable adjustments will be made for children with SEND and parents will be informed of the process.

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.

## 6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Each child in our EYFS setting will be assigned a key person. In most cases, this will be the child's class teacher who will keep parents and/or carers 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.

EYFS teachers and staff ensure that children's learning and care is tailored to meet their needs. And support parents and/or carers in guiding their child's development at home.

## 7. Inclusion

All children and their families are valued within our school. We believe that children should be treated as individuals, but they should have equal access to the EYFS curriculum.

We give our children every opportunity to achieve their best. We help them do this by planning to meet the needs of both boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children from different ethnic groups, and those from diverse linguistic backgrounds. We carry out visits to current settings for all children starting our Nursery and Reception classes, as well as 7 completing a transition

level of need report to provide a smooth and comprehensive transition for all children, enabling us to support families and children at the earliest opportunity.

We strongly believe that early identification of special needs is crucial in enabling staff to support the development of each child and fully meet their needs. Concerns about a child's progress, are always discussed with parents/carers at an early stage in an open, honest and sensitive manner and we will always seek their support and involvement. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support. The school's SENCO is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

For further information, see our Special Educational Needs Policies.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

## **8. Safeguarding and welfare procedures**

We know 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.

Reception classes in maintained schools are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff.

### **Paediatric First Aid and Safer Eating**

We will have at least one practitioner with a full and current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings.

Safer eating: A PFA qualified member of staff will be present during mealtimes. We will obtain and maintain dietary and allergy information before admission, create allergy action plans with parents/health professionals as needed (following BSACI/NHS guidance), and ensure food is prepared to the child's developmental needs and to reduce choking risk.

### **Oral Health**

The EYFS Framework states that early years providers must promote good oral health of children who attend their setting. At Hartsfield, we promote oral health through play experiences, linking to topics such as self-care and healthy eating.

The rest of our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding policies.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the Headteacher with the EYFS team every two years. At every review, the policy will be shared with the governing board.