Early Years Foundation Stage Policy



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Written/Reviewed	October 2026
Date for next Review	October 2028

TRUE LEARNING PARTNERSHIP

1. Statement of Intent

At Hague Bar Primary School, we believe that every child deserves the best possible start in life. We are committed to providing a safe, nurturing, inclusive and stimulating environment where children feel valued, develop confidence and are supported to reach their full potential.

Our Early Years provision reflects our school values:

Be Inclusive

We celebrate individuality and ensure every child feels that they belong.

Be Kind

We promote positive relationships, empathy and respect.

Be Your Best

We encourage curiosity, resilience, independence and a love of learning.

Our EYFS provision follows the statutory requirements of the Early Years Foundation Stage (EYFS) framework and supports children to develop the knowledge, skills and attitudes required for successful future learning. The EYFS framework sets the standards for learning, development, safeguarding and welfare for children in Reception. [gov.uk], [help-for-e...ion.gov.uk]

2. Aims

The aims of our Early Years provision are to:

- Provide a safe, secure and happy learning environment.
- Promote children's welfare and wellbeing.
- Support every child to make excellent progress from their starting points.
- Foster positive attitudes towards learning.
- Develop independence, confidence and resilience.
- Build strong partnerships with parents and carers.
- Provide an inclusive environment where all children can thrive.
- Ensure children are ready for the next stage of their education.

3. Principles of the EYFS

Our practice is based upon the four overarching principles of the EYFS:

Every Child is Unique

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. [gov.uk]

Positive Relationships

Children learn to be strong and independent through positive relationships with adults and peers. [gov.uk]

Enabling Environments

Children learn and develop well in enabling environments where their experiences respond to their individual needs. [gov.uk]

Learning and Development

Children develop and learn at different rates and all areas of learning are important and interconnected. [gov.uk]

4. Curriculum

We deliver a broad, balanced and ambitious curriculum that reflects the needs, interests and developmental stages of our children.

The curriculum is carefully sequenced to build knowledge and skills over time, and runs of a two-year cycle.

Prime Areas

The prime areas of learning are:

Communication and Language

- Listening, attention and understanding
- Speaking

Physical Development

- Gross motor skills
- Fine motor skills

Personal, Social and Emotional Development

- Self-regulation
- Managing self
- Building relationships

These prime areas underpin all future learning. [gov.uk]

Specific Areas

The specific areas of learning are:

Literacy

- Comprehension
- Word reading
- Writing

Mathematics

- Number
- Numerical patterns

Understanding the World

- Past and present
- People, culture and communities
- The natural world

Expressive Arts and Design

- Creating with materials
- Being imaginative and expressive

[gov.uk]

5. Teaching and Learning

Children learn through:

- Play-based experiences.
- Adult-directed teaching.
- Child-initiated learning.
- Exploration and investigation.
- Practical and real-life experiences.
- Indoor and outdoor learning.

Adults support learning by:

- Modelling language.
- Extending children's thinking.
- Asking open-ended questions.
- Encouraging problem-solving.
- Providing quality interactions.
- Developing independence and resilience.

6. Characteristics of Effective Learning

Our teaching promotes the three characteristics of effective learning:

Playing and Exploring

Children investigate, experience and have a go.

Active Learning

Children concentrate, persevere and enjoy achievements.

Creating and Thinking Critically

Children develop ideas, make links and solve problems.

[gov.uk]

7. Inclusion

At Hague Bar Primary School we are committed to ensuring all children have equal opportunities to learn and succeed.

We will:

- Identify barriers to learning at the earliest opportunity.
- Work closely with families.
- Adapt provision to meet individual needs.
- Provide appropriate support for children with SEND.
- Promote inclusion and diversity.
- Celebrate differences and individual strengths.

Children will be supported to access all areas of learning regardless of ability, background, language, culture or need.

Inclusion is a key feature of effective early years provision and remains an important consideration during inspection. [assets.pub...ice.gov.uk], [gov.uk]

8. Assessment

Assessment is an ongoing process and informs future planning and teaching.

Staff will:

- Observe children regularly.
- Record significant learning.
- Identify next steps.
- Monitor progress.
- Share information with parents.

Statutory assessments include:

Reception Baseline Assessment

All children starting their reception journey will complete the Reception Baseline Assessment within the first six weeks of Reception.

EYFS Report

Teachers will complete a report at the end of the Reception Year. This will detail the child's progress in the key areas of the Early Years Framework and include next steps for Year 1. This will be shared with parents in July.

Where applicable, staff will also contribute information relating to the two-year progress check.

9. Safeguarding and Welfare

Safeguarding is everyone's responsibility.

The school is committed to ensuring that all children are protected from harm and supported to remain safe, healthy and happy.

We follow:

- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- The EYFS Safeguarding and Welfare Requirements.

[help-for-e...ion.gov.uk], [gov.uk]

Our safeguarding procedures include:

- Robust recruitment procedures.
- Staff safeguarding training.
- Child protection procedures.
- Online safety education.
- Effective supervision.
- Appropriate staff-to-child ratios.
- Secure premises.
- Partnership working with external agencies.

A strong safeguarding culture is embedded throughout the provision. [help-for-e...ion.gov.uk], [assets.pub...ice.gov.uk]

10. Health and Safety

The school provides a safe and secure environment.

We will:

- Carry out regular risk assessments.
- Monitor the safety of indoor and outdoor areas.
- Follow first-aid procedures.
- Promote good hygiene practices.
- Manage accidents appropriately.
- Ensure medicines are administered safely.
- Maintain accurate records.

11. Safer Sleep

Where applicable to younger children accessing provision, safer sleep arrangements will follow the latest EYFS requirements.

Staff will:

- Follow safe sleeping guidance.
- Monitor sleeping children appropriately.
- Work in partnership with families regarding sleeping arrangements.

Recent EYFS updates have strengthened safer sleep expectations within the safeguarding and welfare requirements. [gov.uk], [help-for-e...ion.gov.uk]

12. Screen Use and Technology

Technology is used purposefully to enhance learning and support children's development.

Screen use will:

- Be age-appropriate.
- Have a clear educational purpose.
- Never replace quality interactions with adults.
- Support learning rather than dominate learning.

The school will have regard to current guidance regarding children's screen use in Early Years settings. [help-for-e...ion.gov.uk]

13. Outdoor Learning

We recognise the importance of outdoor learning in supporting children's physical health, wellbeing and development.

Children have daily access to outdoor provision that supports:

- Communication and language.

- Physical development.
- Problem-solving.
- Creativity.
- Independence.
- Risk management skills.

14. Behaviour and Wellbeing

We believe children thrive when expectations are clear and relationships are positive.

Adults will:

- Model respectful behaviour.
- Support emotional regulation.
- Use positive reinforcement.
- Celebrate achievements.
- Teach children how to resolve conflicts appropriately.

Children are encouraged to:

- Show kindness.
- Respect others.
- Follow routines.
- Develop independence.
- Take responsibility for their actions.

Supporting children's wellbeing and establishing positive routines are key aspects of quality early years provision. [assets.pub...ice.gov.uk]

15. Partnership with Parents and Carers

We recognise parents and carers as children's first educators.

We aim to build strong relationships through:

- Welcome meetings.
- Regular communication.
- Parent consultations.
- Learning updates.
- Workshops and events.

- Opportunities to contribute to children's learning.

Parents are encouraged to share information that supports their child's development and wellbeing.

16. Transition

Effective transition arrangements help children feel safe and secure.

We support transition through:

Transition into Reception

- Nursery visits
- Transition days on site
- Parent meetings
- Information sharing between nursery staff, parents and teachers

Transition into Year 1

At Hague Bar, our mixed age classes mean children will remain in the same classroom when they transition into Year 1. Teachers will ensure children are prepared following a strong start to school to begin the Year 1 curriculum. Children will have access to continuous provision that is carefully planned by the teacher to enable children to progress to the KS1 National Curriculum.

17. Leadership and Monitoring

The EYFS Leader, Headteacher and Governing Board are responsible for monitoring the effectiveness of the provision.

Monitoring may include:

- Learning walks.
- Observations.
- Assessment reviews.
- Planning scrutiny.
- Pupil voice.
- Parent feedback.

- Safeguarding audits.

Leadership and governance are key areas considered within early years inspection. [assets.pub...ice.gov.uk], [gov.uk]

18. Monitoring and Review

This policy will be reviewed two-yearly by the EYFS Leader and Headteacher.

It will also be reviewed sooner if:

- Statutory guidance changes.
- EYFS requirements are updated.
- Ofsted requirements change.
- Safeguarding reviews identify required amendments.
- Significant incidents indicate a need for review.