

Policy: Early Years Foundation Stage (EYFS) Policy
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Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Early Years Foundation Stage (EYFS) Policy

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

- we facilitate opportunities so every child can flourish in a place where they feel **safe, happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, **inspire** others and experience personal **fulfilment**.
- the school provides facilities that enables our pupils to reach their potential in an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to **safeguard** all children.

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

'I know that there is nothing better for people than to be happy and to do good while they live.'
Ecclesiastes 3:12

- [Childcare Act 2006](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Equality Act 2010](#)
- [Education Act 2011](#)
- [Children and Families Act 2014](#)
- [Special Educational Needs and Disability \(Detained Persons\) Regulations 2015](#)

The following documentation is also related to this policy:

- [Statutory Framework for the Early Years Foundation Stage \(DfE\) \(2024\)](#)
- [Equality Act 2010: Advice for Schools \(DfE\)](#)
- [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges \(DfE\)](#)
- [Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities \(DfE\) and \(DoH\)](#)

[Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children](#) We believe 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. ' (Statutory Framework for the Early Years Foundation Stage (DfE))

We are aware..... 'The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.' (Statutory Framework for the Early Years Foundation Stage (DfE))

The EYFS, which refers to children from birth to five years of age, is based upon the following four principles: **a unique child; positive relationships; enabling environments; learning and development** and it seeks to provide: **quality and consistency; a secure foundation; partnership working; and equality of opportunity.**

For all children within the EYFS we have a duty to:

- shape activities and experiences (educational programmes) (**Learning and development**);
- help children work towards acquiring knowledge, skills and understanding (**Early learning goals**);
- provide **assessment arrangements for measuring progress**;
- **report** to parents on their children's progress;
- safeguard children and promote their welfare (**safeguarding and welfare arrangements**).

The EYFS is made up of seven areas of **Learning and Development** which are all very important and interconnected:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

The three prime areas of **communication and language; physical development; and personal, social and emotional development** are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. It is very important for

children to develop the three prime areas first as they are most essential for a child's healthy development and future learning.

Also, as children grow the prime areas will help them to develop skills in the four specific areas of **literacy, mathematics, understanding the world and expressive arts and design**.

We firmly believe that all seven areas of learning and development must be delivered through planned, purposeful play, with a balance of adult led activities and child-initiated activities.

We want all our children to learn by playing and exploring, by being active and through creative and critical thinking. We use both the indoor and outdoor environments so that children can develop intellectually, creatively, physically, socially and emotionally.

We work hard to give every child the opportunity to achieve their best as we believe every child is a unique child who is constantly learning.

We recognise our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practicable steps to provide and maintain safe and healthy working conditions (on the school premises and during school-sponsored activities), equipment and systems of work for all our pupils, school personnel and visitors to the school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To give every child the best possible start in life and the support that enables them to fulfil their potential.
- To ensure children learn and develop well and are kept healthy and safe.
- To promote teaching and learning in order to ensure children's 'school readiness'.
- To give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibilities for the Policy and Procedures

Role of the Governing Board

The Governing Board has:

- appointed a member of staff to be the leader of the Early Years Foundation Stage who:
 - provides leadership in the development and management of the teaching and learning of the EYFS;
 - has a teaching responsibility and undertakes other associated responsibilities.
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the EYFS Leader;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
- responsibility for celebrating the effort, success achievements of pupils and school personnel;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher and the EYFS Leader will:

- work in partnership with parents / carers to promote the learning and development of all children, and will ensure they are ready for school;
- ensure the following seven areas of learning and development, which are all interconnected, will shape educational programmes:

Areas of Learning Development	Educational Programmes
Communication and Language	▪ To read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, ▪ To provide them with extensive opportunities to use and embed new words in a range of contexts. ▪ To develop conversations, storytelling and role play, allowing children to share their ideas with support and modelling from teachers and sensitive questioning.
Physical Development	▪ To provide opportunities for young children to play both indoors and outdoors. ▪ To develop their core strength, stability, balance, spatial awareness, coordination and agility.

	To provide repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, allowing children to develop proficiency, control and confidence.
Personal, Social and Emotional Development	- To help children manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities to persist and wait for what they want and direct attention as necessary. - To help children learn to look after their bodies, including healthy eating, and manage personal needs independently. - To help children learn how to make good friendships, co-operate and resolve conflicts peaceably.
Literacy	- To talk with children about the world around them and the books (Stories and non-fiction) they read with them and enjoy rhymes, poems and stories together. - To encourage children to link sounds and letters and to begin to read and write.
Mathematics	- To provide children with opportunities to develop and improve their skills in counting, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. - To provide children with opportunities to develop their spatial reasoning skill across all areas of mathematics including shape, space, and measures. - To develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go' talk to adults and peers about what they notice and not be afraid to make mistakes.
Understanding the World	- To guide children to make sense of their physical world and their community through opportunities to provide personal experiences to increase their knowledge and sense of the worlds around them. - To provide a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world.
Expressive Arts and Design	- To enable children to explore and play with a wide range of media and materials. - To provide quality and variety of what children see, hear and participate in to develop their understanding, self-expression, vocabulary and ability to communicate through the arts.

- ensure all teachers consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development;
- ensure all teachers provide for those children whose home language is not English sufficient opportunities to learn and reach a good standard in English language during the EYFS;
- ensure the level of progress of children should be expected to have attained by the end of the EYFS is defined by the early learning goals:

Early Learning Goals - the Prime Areas	
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
Early Learning Goals - the Specific Areas	

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

- ensure assessment is on-going which recognises children's progress, understands their needs, and is used to plan activities and support;
- ensure the EYFS Profile is undertaken and completed at the end of Reception year;
- ensure the results of the EYFS Profile is sent to the local authority on request;
- develop positive relationships with parents;
- encourage parents to help in school and become involved in a range of enrichment activities, family learning and extended schools;
- ensure all school personnel and parents are aware of and comply with this policy;
- ensure good practice is shared;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- celebrate the effort, success and achievements of pupils and school personnel;

Role of the EYFS Leader

The Early Years Foundation Stage Leader will undertake the following responsibilities:

Leadership and Management

- To lead and manage the EYFS working in conjunction with the Headteacher and governors.
- To undertake leadership and management responsibilities.
- To co-ordinate and be responsible for the organisation and management of the EYFS.
- To advise and work closely with the Headteacher and the nominated governor.
- To develop an EYFS development plan and to monitor its effectiveness.
- To ensure all EYFS policies are in place and regularly updated.
- To lead and develop an effective EYFS team.
- To provide and manage a stimulating EYFS environment.
- To monitor all planning in accordance with the EYFS and school policies.

Assessment and Data

- To ensure assessment procedures are in place for recording, reporting and tracking pupils' progress.
- To use pupil data effectively.
- To undertake thorough and accurate tracking of pupil progress.
- To present termly pupil progress reports to the Headteacher/line manager.
- To set targets with the Headteacher/line manager
- To ensure EYFS Profiles are completed and passed on.

Resources and Budget

- To make effective use of resources and budget allocation.

Transition

- To ensure smooth transitional arrangements between phases.

Parents

- To develop and strengthen good relationships with parents.
- To organise parent-teacher consultations every term.

EYFS Policy

- To lead the development of this policy throughout the school.

Working Relationship

- To work closely with the Headteacher and the nominated governor.

Support

- To provide guidance and support to all EYFS staff.
- To provide training for all staff on induction and when the need arises.
- To co-ordinate and oversee EYFS teaching staff and support staff.
- To coach, mentor and develop all EYFS teaching staff and support staff.
- To receive support from the Headteacher.

Performance Management

- To undertake performance appraisals with both teachers and support staff.

Professional and Staff Development

- To plan staff development opportunities for all EYFS staff.

Research

- To make effective use of relevant research and information to improve this policy.
- To keep up to date with new developments and resources.

Health and Safety

- To undertake risk assessments when required.

Monitoring

- To monitor, evaluate and support the teaching and learning of the EYFS pupils.
- To review and monitor this policy.

- be responsible for updating the developmental records of their key children;
- attend weekly planning sessions.

Role of EYFS Personnel

EYFS personnel will:

- comply with all aspects of this policy;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents and governors;
- plan and deliver good to outstanding lessons;
- have high expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils;
- promote good behaviour;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

Related Policies:

- SEND Policy
- Feedback, Monitoring and Assessment Policy
- Home-School Agreement
- Intimate Care Policy
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Relationships, Health and Sex Education Policy
- Equality Policy

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards, Achievements and Curriculum and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....