Early Years Foundation Stage (EYFS) Policy

Hillborough Infant and Nursery School

Owned and Written by: Assistant Headteacher, Early Years Lead – Gemma Kiff	**Date:** November 2025
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This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.	

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1. Rationale

The Early Years Foundation Stage aims to develop each unique child, in a safe and supportive environment, and support every child to reach their full potential. A high quality early years education lays the solid foundation of knowledge and skills for all of our children, delivered through a broad range of learning opportunities and with a strong emphasis on developing the whole child. Additionally, we endeavour to provide a range of rich wider opportunities for our pupils, to develop their cultural capital and experiences of the world around them, helping to foster an understanding of the importance of being a good British and world citizen, and a positive member of society.

2. Aims

This policy aims to ensure:

- That children access broad and balanced curriculum that gives them the breadth of knowledge and skills needed to make good progress through school and life
- High 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 guardians
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

3. Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

4. Structure of the EYFS

At Hillborough Infant and Nursery School, our EYFS provides:

- Nursery provision for 3 and 4 year old children
    - Mornings (8:50-11:50)
    - Afternoons (12:30-3:30)
    - All day (8:50- 3:30)
- Three full time Reception classes for up to 90 children

5. Curriculum

Our early years setting follows the curriculum as outlined in the 2025 EYFS Statutory Framework.

The EYFS framework has seven areas of learning and development. These are all of equal importance and inter connected.

Three of these areas known as the **'Prime Areas'** are seen as particularly important in developing children's capacity to learn, form relationships and thrive. The Prime Areas provide the basis to learning across all areas of the curriculum.

The Prime Areas are:

- Communication and Language (CL)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)

There are an additional four **'Specific Areas'** that make up the EYFS profile. The Specific Areas strengthen and develop the prime areas, and provide opportunities to ignite a child's enthusiasm and curiosity about the world around them.

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Each of the seven areas are divided further into sub categories and these seventeen areas form the **Early Learning Goals (ELGs)** that all children are assessed by at the end of Reception.

5.1 Planning

Staff plan activities and experiences that enable children to develop and learn effectively, through a focus 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 the ways in which children learn. They use this information to plan for challenging and enjoyable experiences, continually reflecting to develop the provision and their practice.

Where a child may have additional needs, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

5.2 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 interactions. At Hillborough Infant and Nursery school, we teach through open ended and

first hand experiences wherever possible, to enable our children to apply their learning in real life situations.

Teaching and learning in EYFS happens both within both our inside and outside areas throughout the year, and in all types of weather.

As our Reception children mature and as their development allows, we begin to introduce more adult led activities during the latter part of the year. This helps prepare the transition for them as they move towards more formal learning in KS1

6. Assessment

At Hillborough Infant and Nursery 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 inform future planning. Staff also take into account observations shared by parents and/or guardians.

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 seventeen **Early Learning Goals (ELGs)**, 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 guardians. The results of the profile are shared with parents and/or guardians for their child.

The profile is moderated internally between key staff and using published guidance to support (Birth to 5, Development Matters, EYFS Profile) to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or guardians. Parents and/or guardians are kept up to date with their child's progress and development through the use of:

- ClassDojo
- Weekly newsletters
- Parent Teacher meetings
- An annual written report

In addition, we provide focussed workshops, online support and materials for our parents, to further develop home/school links and help build confidence in supporting their child's learning at home.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or guardians in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Please see our Policy for SEND for more information about how we work with parents and/or guardians of children with additional needs.

8. Transition

Between Hillborough Nursery Class and School

To ensure the smooth transition from Nursery to Reception, key staff will have discussions and comprehensive records are passed onto the receiving teacher.

The Nursery and Reception teams work closely together and plan for opportunities for the

Children to join together in different activities. This might be the sharing of different areas within our EYFS provision, or taking part in special activities together, such as creative days.

Between Local Nurseries and School

Key staff from Hillborough Infant & Nursery school will visit feeder nurseries to share information and meet our new children prior to starting. Children with additional needs will have their transition supported by the Special Educational Needs Co-ordinators as well, to ensure key information is shared and required support is planned for.

Between Reception and Year 1

When ready, our Reception classes attend the whole school and singing assemblies each week. This is increased to include school assemblies during the summer term.

Our children have opportunities to explore other areas of the school as part of their day, such as the hall for lunchtimes and PE, and the library to choose books.

In the summer term Reception classes spend time with their New Year 1 class and teacher. They also have time to integrate with the older children on the playground at lunchtimes to familiarise themselves with their new areas.

Records and assessments are passed onto the teachers in Year 1.

9. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by teaching and talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We are part of the NHS teeth cleaning programme and children attending our Nursery have timetabled teeth cleaning sessions daily.

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

10. Links to other policies

- SEND
- Assessment

11. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead every three years.

At every review, the policy will be shared with the governing board.

12. Review Period

Three years