

# EYFS Policy



**Last reviewed: April 2026**

**Next review due by: April 2027**

## **EYFS Policy**

This policy outlines the philosophy, principles, and practice that underpin Early Years education at Halam School.

At Halam School, we are guided by the belief that *“every child deserves the best possible start in life and the support that enables them to fulfil their potential”* (Statutory Framework for the Early Years Foundation Stage, DCSF, 2024). By working in close partnership with parents and families, we aim to provide a safe, nurturing, and happy environment in which children can flourish. Through this approach, children are supported to embrace our school vision to *“live life in all its fullness”* (John 10:10), becoming confident, active, and independent learners for life.

## **Aims**

This policy aims to ensure that:

- Children access a broad and balanced curriculum that equips them with the knowledge and skills required for successful progression through school and later life
- High-quality, consistent teaching and learning enable every child to make good progress, ensuring that no child is left behind
- Strong partnerships are established and maintained between staff and parents and/or carers
- All children are fully included and supported through equality of opportunity and anti-discriminatory practice

## **Provision**

The Early Years Foundation Stage is delivered in Reception within a mixed-age EYFS, Year One, and Year Two class. This structure provides Foundation Stage children with opportunities to learn alongside older peers, benefiting from positive role models and shared learning experiences. This approach supports a smooth and confident transition into Year One and beyond.

Children engage weekly in learning opportunities across all prime and specific areas of the EYFS curriculum through a combination of indoor and outdoor provision.

The prime areas of learning are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

These are supported and enhanced through the specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### **EYFS Principles**

Practice within the Early Years at Halam School is shaped by the four guiding principles of the EYFS:

- Every Child is a Unique Child – Children are constantly learning and can be resilient, capable, confident, and self-assured.
- Positive Relationships – Children learn to be strong and independent through warm, secure, and positive relationships.
- Enabling Environments – Children learn and develop best in supportive environments, where adults respond to individual interests and needs and help to build learning over time. Strong partnerships between practitioners and parents and/or carers are central to this approach.
- Individualised Learning and Development – Children develop and learn at different rates. At Halam School, we recognise each child as a competent learner and celebrate individual development. Positive praise and encouragement are used to support each child's unique learning journey.

### **Development and Inclusion**

At Halam School, we are committed to creating inclusive experiences that enable all children to achieve their full potential. We recognise and value the diverse life experiences that children bring with them, including differences in social and cultural backgrounds, special educational needs and disabilities (SEND), ethnicity, and linguistic heritage. Planning and provision reflect these individual needs to ensure all children are supported effectively.

Our guiding belief is that every child, when provided with appropriate opportunities and support, can thrive, learn, and succeed. Each child's individual stage of development is recognised and respected, ensuring that their specific needs are met within a nurturing and inclusive environment. All children are treated as individuals and have access to all provisions available with appropriate adaptations as required.

## **Safeguarding and Pupil Premium**

*“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”*

(Statutory Framework for the Early Years Foundation Stage, 2024).

At Halam, safeguarding and wellbeing are paramount. We are committed to providing a welcoming, safe, and stimulating environment in which all children feel secure, valued, and confident to learn. Children are encouraged to take appropriate risks in their play and learning, with adult support to help them recognise and manage challenges. We aim to nurture and protect the physical and emotional wellbeing of every child.

Early Years practice at Halam fully complies with the welfare requirements of the Statutory Framework for the EYFS. Our staff team works collaboratively to promote safeguarding and welfare, maintain good health and hygiene, manage behaviour appropriately, and ensure safe staffing ratios. All adults working with children are suitably vetted and paediatrically trained. Children are supervised by a paediatrically trained member of staff when eating snacks or lunch. In addition, fresh drinking water is always available, and accessible to children at all times. Premises, furniture, and equipment are kept safe and fit for purpose. High-quality learning experiences are provided to ensure all children receive enjoyable, challenging provision tailored to their individual needs.

We quickly identify children eligible for Pupil Premium and use baseline assessments to target support through resources, expertise, or interventions.

## **Planning and Enabling Environments**

Effective planning underpins high-quality learning, ensuring that experiences are engaging, varied, and progressive. Staff draw on their strong knowledge of the EYFS, learning objectives, and children’s interests and needs to provide meaningful and enriching learning opportunities. Planning reflects the principles of the EYFS and is informed by ongoing observations made by all staff.

Across the EYFS, activities are carefully planned to support children in working towards the Early Learning Goals and to prepare them for the National Curriculum.

We aim to provide an attractive, stimulating learning environment in which children feel confident, secure, and appropriately challenged. Children have daily access to well-organised indoor and outdoor learning environments, with clearly defined areas of learning offering continuous and enhanced provision. A wide range of resources enables children to explore independently and develop confidence across all areas.

Play-based learning is central to our practice. Children are encouraged to direct their own learning through carefully planned opportunities, with staff supporting, enhancing, and extending play as appropriate to deepen learning. The classroom is organised to ensure a safe and secure space that supports both active and quiet learning, allowing children to rest, explore, and learn at their own pace.

Resources and equipment are accessible to promote independence, enabling children to follow their own interests, schemas, and fascinations. Children engage in a balance of self-directed challenges and adult-led learning experiences. Open-ended activities are valued to promote purposeful and challenging play, with staff using skilled interactions, observation, and scaffolding to extend learning and inform future provision.

The learning environment includes areas such as role-play, reading, writing, mathematics, creative area, construction, small world, blocks and loose parts, and table-top activities.

### **Assessment**

The Development Matters guidance and Early Learning Goals provide the basis for assessment throughout the Foundation Stage. Children are quickly assessed at their entry point to the Foundation Stage to establish a baseline. Progress is monitored and tracked consistently through daily/weekly teacher formative assessment and through our electronic tracking system at four checkpoints in the year: Baseline (within the first 4 weeks), Autumn 2, Spring 2, and Summer 2.

### **Communication and Positive Relationships**

We recognise that parents and carers are children's first and most important educators and value the vital role they play in their learning and development. We actively involve parents through:

- Comprehensive transition and induction support for new children and families
- Termly Parents' Evenings and class newsletters
- Annual written reports on children's progress and attainment
- Daily reading logs to encourage home reading and feedback
- Support for bilingual families (where needed) and those with children with SEND
- Guidance and links to external agencies (e.g., health, social services, speech therapy)
- Participation in PTFA and school fundraising or social events

- Additional guidance with regards to more targeted support from home is also provided. For example, resources from Read, Write Ink to support phonic lessons
- Regular updates via the Tapestry platform for a more individualised update

Parents are welcomed to volunteer in school to support activities, including reading, following safeguarding procedures. Staff are available to discuss concerns at the end of the day, with appointments arranged for longer discussions.

### **Monitoring Arrangements**

The quality of our EYFS provision is monitored through 'Learning Walks', 'Mitre Reviews', 'Work scrutiny' and 'Subject Leader monitoring'.