Early Years Foundation Stage (EYFS) Policy Hareside Primary School

Introduction and Purpose
This policy outlines the aims and practice of the Early Years Foundation Stage (EYFS) at Hareside Primary School. It sets out how statutory requirements are met and how the school provides high quality early education that ensures a safe, nurturing and ambitious start for all children. It applies to staff working in Nursery and Reception.

Vision and Ethos
The Early Years is a critical stage in children's development. Hareside Primary School provides a warm, inclusive and stimulating environment where children feel safe, valued and motivated to learn. Each child is recognised as a unique learner and supported to become independent, curious and resilient.
Our ethos is built on:

- strong relationships
- clear routines
- high expectations
- purposeful play
- inclusive practice
- partnership with families

Statutory Framework Alignment
EYFS provision follows the Early Years Foundation Stage Statutory Framework (2026). The school meets all legal requirements relating to safeguarding and welfare, staffing ratios, learning and development, assessment and health and safety. Non statutory guidance, including *Development Matters*, supports best practice.

Curriculum Intent
The curriculum establishes strong foundations for future learning. It promotes curiosity, creativity and independence, develops communication, language and early literacy, strengthens early number sense and supports social, emotional and physical development. Provision reflects children's interests, experiences and cultural backgrounds. Children leave the EYFS confident, capable and ready for Year One.

Curriculum Structure
Children learn through a balance of adult led teaching and child-initiated exploration. The curriculum is organised around the seven areas of learning:

Prime Areas

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

Specific Areas

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

The Characteristics of Effective Learning underpin all provision.

Teaching and Learning
Teaching combines structured sessions with opportunities for exploration. Practice includes:

- high quality interactions that extend thinking and language
- modelling, scaffolding and guided learning

- planned continuous provision indoors and outdoors
- investigation, problem solving and imaginative play
- daily phonics, literacy and mathematics in Reception
- mastery based early mathematics, including NCETM *Mastering Number*
- responsive planning informed by observation and assessment
- outdoor learning is accessed daily.

Assessment
Assessment is continuous and purposeful. It includes observation, interaction, children's work and learning journals. Progress is reviewed regularly. The school completes the Reception Baseline Assessment, ongoing formative assessment and the EYFS Profile. Assessment identifies strengths, needs and next steps.

Inclusion and SEND
Hareside Primary School is an inclusive mainstream setting. The school supports all children, including those with Special Educational Needs and/or Disabilities**.** The Assess Plan Do Review cycle is used to identify and meet needs. Staff work with families and external agencies, and reasonable adjustments ensure full access to the curriculum and environment.

Safeguarding and Welfare
Safeguarding is paramount. Staff follow the school's Safeguarding and Child Protection Policy and EYFS welfare requirements.
Provision ensures:
- safe supervision indoors and outdoors
- secure premises
- risk assessment
- safe toileting and intimate care
- medical and allergy protocols
- safe use of equipment

Screen Use and Digital Technology
Digital technology and screens are used purposefully and appropriately within the EYFS to support children's learning, communication and development. Screen use is balanced with opportunities for active play, physical development, social interaction, first-hand experiences and outdoor learning, and children are not routinely expected to spend extended periods using screens. Staff model safe and responsible use of digital technology and ensure that any screen-based activities are age-appropriate, supervised and used to enhance, rather than replace, high-quality interactions and play.

Safer Eating
The school ensures seated eating, close supervision, safe food preparation, allergy management, avoidance of choking hazards and teaching of safe eating habits.

Safe Sleep
Where rest is required, the school ensures safe sleep environments, appropriate supervision, individual routines and adherence to safe sleep guidance.

Safe Toileting and Intimate Care
Intimate care, including toileting, nappy changing, dressing and personal hygiene, is provided with dignity, respect and sensitivity. Children are supported to develop independence and participate in their own care wherever developmentally appropriate. Parents/carers are consulted about individual routines, cultural or religious requirements and relevant medical or developmental needs.
Children will not be denied admission or care because they are not toilet trained.

Behaviour and Relationships
Positive behaviour is promoted through modelling, emotional regulation, clear routines, restorative approaches and recognition of positive choices. Children develop self-control, empathy and strong social skills. We use the Class Dojo reward system to promote positive behaviour and share feedback with families.

British Values
The EYFS promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance. These values are embedded through daily routines, interactions and the wider curriculum. Children learn to take turns, share, listen to others, follow agreed rules, make choices and show respect for different beliefs, cultures and backgrounds. Practice reflects the school's commitment to equality, inclusion and community cohesion.

Partnership with Parents and Carers
Partnership with families is integral to effective EYFS practice. Communication is maintained through daily interactions, Tapestry online journals, meetings, workshops and transition activities. Families contribute to learning and share information that supports progress and wellbeing.

Staffing and Ratios
The school follows statutory staffing ratios. Nursery is led by a qualified teacher, with ratios adjusted when the teacher is not present. Reception is staffed by Class Teachers and Teaching Assistants. Staff receive regular training and professional development.

Learning Environment
Indoor and outdoor environments are planned to promote independence, exploration and engagement. Provision supports all areas of learning, provides challenge and reflects children's interests. Continuous provision is enhanced regularly.

Transitions
Transitions are planned to support children's emotional and academic development. This includes settling sessions, information sharing, collaboration with Year One staff and transition activities.

Monitoring and Evaluation
EYFS provision is monitored through learning walks, planning and environment reviews, moderation, progress analysis and staff feedback. Findings inform ongoing improvement and professional development.

Policy Review
This policy will be reviewed annually or sooner if statutory guidance changes.