



# Holway Park Community Primary School

## Early Years Foundation Stage Policy

Last reviewed: September 2025

## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the comprehensive range of knowledge and skills needed for good progress through school and life.
- 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 carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) effective September 2025](#).

## 3. Structure of the EYFS

The Early Years Foundation Stage at Holway Park currently consists of two classrooms led by a team of teachers and teaching assistants. Our third classroom is the outdoors, consisting of sheltered and unsheltered playground areas within the school grounds and a good-sized Copse.

## 4. Curriculum

At Holway Park we create a personalised curriculum in accordance with the requirements of the EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

We also consider the key features of effective practice and characteristics of effective learning when creating our curriculum.

#### 4.1 Planning

The EYFS teachers and teaching assistants work as a team to plan activities and experiences that enable children to progress and learn effectively. To do this, staff focus strongly on the Prime Areas, particularly on entry to school and in the first term, to ensure children have the greatest opportunities to develop the foundations for learning and are in turn able to access the skills and knowledge of the specific areas.

Staff also 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. Where a child may have a special educational need or disability, staff consider specialist support required, opportunities to reinforce individual targets and links with relevant services from other agencies where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Consideration is given for a wide range of matched learning opportunities within the continuous provision, ensuring all children are challenged appropriately dependent on individual learning levels. Planning is flexible and evolves based on feedback from both the staff and the children, with staff adjusting practice accordingly based on children developing at different rates and in their own ways.

The learning environments of the classrooms, outdoor areas and Copse are organised to encompass a wide range of provision, considering all curriculum areas. The outdoor areas utilise available resources to allow for new and different experiences when compared to the classroom provision, with both providing opportunities to consolidate guided learning in a variety of engaging contexts.

#### 4.2 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 positive interactions.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Staff encourage our children to explore and develop learning experiences which help them make sense of the world. They have opportunities to practise and build upon ideas, learning they have control over their choices and understanding the need for rules. Staff facilitate moments for children to think creatively, communicating with others as they investigate and problem solve. Staff give reassurance for children to express their thoughts, views and feelings in a safe and secure environment.

We strive for active learning, with motivated and interested children. Independence and ownership of learning is paramount, modelled through guided group work.

Children are given opportunities to be creative through all areas of learning. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children are encouraged to freely access the resources they need to help them move on in their learning, with staff members guiding them to challenge themselves whenever possible.

## 5. Assessment

At Holway Park, ongoing assessment is an integral part of the learning and development processes. Staff observe and work with children to identify their level of achievement, interests and learning styles. The assessment that happens as a result is used to shape future planning and next steps in learning. Staff also seek out and utilise feedback shared by parents, carers and children.

The staff use developed tracking systems that allow us to consider the whole child whilst also focusing on key areas for development, setting personalised targets where relevant that are shared with the whole team and the child where appropriate.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). At Holway Park, the EYFS teaching staff meet as a team regularly to discuss and moderate learning levels, progress and any intervention steps to be taken.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels

The profile reflects ongoing observations, and discussions with the whole EYFS team, children, parents and/or carers. The results of the profile are shared with parents and/or carers for their child, along with ideas for how they can help their child in their learning.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools where opportunities arise, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority and outcomes and targets are shared with the Year 1 teacher as part of the transition process.

## 6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We have an open-door policy with parents and/or carers, with staff available every morning and after school for informal chats, a communication policy making clear the procedures to follow for asking questions and sharing concerns, and email/ClassDojo contact if parents and/or carers prefer.

Parents and/or carers are kept up to date with their child's progress and development, with parents' evenings and a summary report of progress to date, targets/next steps, and how they can help their child learn. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities as they prepare for the move to Year 1.

Throughout the year, parents and/or carers are given weekly updates on the learning that is happening in school and how they can help at home, alongside a variety of resources they can access for additional support when needed, such as prompt cards, workshop sessions and games packs.

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 carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## 7. Safeguarding and welfare procedures

We have developed our procedures in line with the [EYFS statutory framework for group and school-based providers \(effective September 2025\)](#) and [Keeping Children Safe in Education \(KCSiE 2025\)](#).

We are committed to providing a safe, nurturing and inclusive environment where every child can learn, develop and thrive. Our practice is underpinned by the EYFS principles of *a unique child, positive relationships, enabling environments, and learning and development*.

We meet all **safeguarding and welfare requirements** by:

- Following safer recruitment processes including **verified professional references** for all staff, trainees and volunteers.
- Maintaining robust **safeguarding policies**, ensuring staff know how to raise concerns safely.
- Monitoring **attendance and unexplained absences**, holding at least two emergency contacts for every child.
- Ensuring children's **privacy and dignity** during toileting and care routines through our [Personal Care guidelines](#), while maintaining safeguarding oversight.
- Supervising children during all **mealtimes**, reducing choking risks, and following the [EYFS 2025 nutrition guidance](#).
- Ensuring that all staff and trainees counted in ratios have appropriate **Paediatric First Aid (PFA)** qualifications.
- Providing **safeguarding training** in line with Annex C of the EYFS 2025, with regular refreshers and staff supervision to support good practice.

We actively promote the **British Values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance. All staff are trained under KCSiE 2025 to recognise and respond to safeguarding concerns, including online safety, radicalisation, and child-on-child abuse.

This policy should be read alongside our [Safeguarding and Child Protection Policy \(including Safer Recruitment\)](#) and our [Confidential Reporting \(Whistleblowing\) Policy](#).

We promote good oral health, as well as good health in general, through songs, stories and circle times, for example by engaging with children about:

- The effects of eating too many sweet things
- Making healthy choices
- The importance of brushing your teeth (including through The Big Brush Club)
- The importance of handwashing

## 8. Monitoring arrangements

This policy will be reviewed and approved by Amy O’Gorman (EYFS Lead) and Chelsea Welch (Reception teacher) every year.

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