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Hallbrook Primary School

Early Years Foundation Stage Policy

Approved/reviewed by	
Hallbrook LGC	
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This policy is reviewed 3-yearly to ensure compliance with current regulations.

Version	Date	Updated by	Summary of changes
V1	Feb-25	TB	New Policy

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad 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 \(EYFS\)](#) for 2023.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

The Early Years Foundation Stage applies to children from birth to the end of the reception year.

At Hallbrook Primary School, children can be admitted to our Pre-School class at the beginning of the term following their 3rd birthday. Admissions forms are available at any time from the Hallbrook Primary School website, or the school office. Completed forms must be returned directly to the school office, with the child's birth certificate. Decisions about admissions will be taken by the school each term. Parents will be informed of the outcome of their application in the term prior to being admitted.

Children are admitted into reception in the August following their fourth birthday, (for some children, this may be the August they turn four). We have spaces for 30 children on entry each year. Children are taught in our Reception classroom which comprises of its own large carpet area as well as access to our own outside area. During continuous provision, children can have free flow access to both indoor and outdoor spaces.

Funding

Our Pre-School accepts the Government 15 funded hours per week, and some may be eligible for the extended offer of 30 hours. We offer a flexible pattern of bookings, with the option of additional paid for sessions where required. Full day options are also available, as well as access to our established wrap

around provision Hallbrook Plus. Children can bring a packed lunch if they are staying all day, or they can pay for a school dinner at the standard school rate.

4. Curriculum

The Early Years Curriculum at Hallbrook Primary School is designed to inspire, engage, and develop children's curiosity and love of learning from an early age. It aims to help them cultivate the characteristics of effective learning necessary for future academic success.

The curriculum for Pre-School and Reception is based on the Early Years Statutory Framework, Characteristics of Effective Learning, and the Development Matters 2023 guidance, which supports assessment. It is divided into seven areas:

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

In Pre-School and Reception, we base our curriculum on 6 themes to guide learning but use our expertise to design an engaging curriculum tailored to meet the children's needs and interests.

Our curriculum is centred around high-quality texts which are rich in vocabulary, incorporating elements from **No Outsiders**, **Book Trust Recommended Reads**, **Drawing Club** and **White Rose**. We follow the recommendations from the **EEF Report – Preparing for Literacy**, which emphasises that language is the foundation of thinking and learning, and therefore, it is prioritised.

Characteristics of Effective Learning

We uphold the view that learning is underpinned by the characteristics of effective learning. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice.

Playing and exploring

Children will have opportunities to investigate and experience things, and 'have a go'. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas which reflect their wide range of interests. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

Children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements. Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically

We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children have opportunities to play with ideas in different situations and with a variety of resources which supports them to discover connections and come to new and better understandings and ways of doing things. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open-ended questions.

4.1 Planning

Children at Hallbrook enter Pre-School at different points throughout the academic year. As a result, we have carefully planned our curriculum around 6 themes that are repeated each year. We run a two-yearly cycle of key texts and activities that ensure children remain engaged and interested. In addition to the learning outcomes for each theme, facilitators in Pre-School will also focus on the following outcomes during the child's introduction period. Some of these outcomes may also need to be repeated each year during the first week back after the long summer break. Children will follow the curriculum during the Introduction period below at whichever point they enter Pre-School before continuing with the planned curriculum.

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking 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.

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 warm, positive interaction.

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.

In Pre-School we use the Leicestershire Ready for School Guidance to ensure smooth transition for children going into Reception.

5. Assessment

At Hallbrook Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers.

In Pre-School, staff regularly check on the assessment points throughout the year, following guidance from the Development Matters Document.

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 17 early learning goals, 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 carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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 recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:
 - Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is not working directly with the children, we have at least 1 member of staff for every 8 children
- In Reception
 - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by educating children about

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

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Head Teacher every three years.

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

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	https://www.hallbrook.leics.sch.uk/attachments/download.asp?file=8595&type=pdf
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	https://www.hallbrook.leics.sch.uk/attachments/download.asp?file=8595&type=pdf
Procedures for a parent failing to collect a child and for missing children	https://www.hallbrook.leics.sch.uk/attachments/download.asp?file=8595&type=pdf
Procedure for dealing with concerns and complaints	https://www.hallbrook.leics.sch.uk/attachments/download.asp?file=8521&type=pdf