



# Holy Trinity C of E Primary School

*A church school community aspiring for all to live life to the full.*

## **Early Years Foundation Stage (EYFS) Policy**

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Next Review December 2026

Committee Full Governing Body

# Early Years Foundation Stage

Holy Trinity follows the **Statutory Framework for the Early Years Foundation Stage (DfE 2025)**. The EYFS covers children from birth to age five; the final year is the Reception year.

We recognise that early childhood is the foundation for all future learning. Children arrive at school with a wide range of experiences, and it is our privilege to build upon these through high-quality provision, strong relationships, and effective partnerships with parents and carers.

## Aims

We follow the four guiding principles of the EYFS:

1. Every child is a **unique child**, constantly learning and capable of resilience and independence.
2. Children learn through **positive relationships**.
3. Children develop well in **enabling environments**, with teaching that builds on their interests.
4. Children develop and learn at **different rates**, including those with SEND.

We aim to:

- Provide a safe, stimulating and nurturing environment.
- Offer a broad, balanced and creative curriculum rooted in high-quality play and direct teaching.
- Use ongoing assessment to value what each child can do and plan for progression.
- Promote independence, curiosity and confidence.
- Work in meaningful partnership with parents and carers.
- Ensure equal access to learning for all children.

## Staffing and Organisation

- We operate one Reception class with a maximum of 30 children.
- Our ratio is 1:15, with a qualified teacher and a teaching assistant.
- All adults counted within ratios hold full Paediatric First Aid training in line with EYFS 2025.
- Staff qualifications meet the requirements of the EYFS, including those qualifying through the Experience-Based Route (EBR).
- We engage in continuous professional development through local authority training, in-house development and partnership with local settings.

## Learning and Development

Our curriculum incorporates the Educational Programmes and Early Learning Goals (ELGs) outlined in the EYFS (2025). The areas of learning are:

### Prime Areas

- Communication and Language (Listening, Attention & Understanding; Speaking)

- Physical Development (Gross Motor; Fine Motor Skills)
- Personal, Social and Emotional Development (Self-Regulation; Managing Self; Building Relationships)

## Specific Areas

- Literacy (Comprehension; Word Reading; Writing)
- Mathematics (Number; Numerical Patterns)
- Understanding the World (Past & Present; People, Culture & Communities; The Natural World)
- Expressive Arts and Design (Creating with Materials; Being Imaginative & Expressive)

We provide a carefully planned balance of adult-led and child-initiated activities, supported by high-quality interactions.

## Characteristics of Effective Learning

We embed the Characteristics of Effective Learning throughout our provision:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

These characteristics underpin planning, assessment and the design of our learning environment.

## Planning

We use a three-tier approach:

Long-Term Planning: Ensures coverage of all ELGs and educational programmes across the year.

Medium-Term Planning: Developed each term, reflecting children's interests and needs.

Short-Term Planning: Adapted daily and weekly in response to ongoing observations; includes adult-led learning, continuous provision enhancements and next steps.

## Continuous Provision

We provide rich, purposeful continuous provision indoors and outdoors. Activities allow children to revisit skills, explore independently and practise new learning within a safe, supported environment.

Staff scaffold learning through modelling, questioning and high-quality interaction.

## Our Learning Environment

Our environment is designed to be:

- Inclusive
- Stimulating
- Language-rich
- Organised for independence

Children have access to indoor and outdoor spaces daily. Areas include role play, reading, writing, mathematics, construction, creative arts and investigation zones.

## Assessment, Recording and Monitoring

Assessment follows the EYFS principles and requirements.

### Formative Assessment

- Ongoing observations, interactions and learning conversations.
- Reception Baseline Assessment on entry.
- Use of Tapestry to record observations and share learning with families.
- Assessment of phonics, early number and emerging skills.

### Summative Assessment

- EYFS Profile (EYFSP) completed in June.
- Moderation within school and with local settings.
- Termly data reviews with senior leadership.

## Transitions

### Nursery to School

We work closely with feeder nurseries. Transition includes:

- Induction meetings for parents/carers.
- School Start Sessions for children.
- Home visits or virtual calls.
- Professional dialogue and transfer of reports from preschools.

### September Induction

- Staggered entry to support wellbeing and settling.
- Adaptations for children with SEND or specific needs.

### Reception to Year 1

Transition processes include:

- Shared moderation and meetings between EYFS and Year 1 staff.
- Opportunities for children to visit Year 1.
- Continued emphasis on play-based learning in early Autumn Term of Year 1.
- Transfer of EYFSP data and transition records.

## Home/School Links

We value parents as partners.

We:

- Hold induction meetings and Stay & Play sessions.
- Share curriculum overviews each term.
- Maintain open communication through Class Dojo, reading diaries and informal contact.
- Provide annual written reports.
- Encourage parents to support early reading, phonics and maths at home.

## Equal Opportunities

All pupils have equal access to our EYFS provision. Staff challenge stereotypes, promote inclusion and celebrate diversity across the curriculum.

## Inclusion

- Children with SEND are supported in line with our SEND Policy.
- Individual My Plans or support plans identify targets and provision.
- Additional adult support is provided where needed.
- The EYFS Leader and SENDCo liaise with parents and external professionals.

## Food, Nutrition and Mealtimes

In line with EYFS (2025) welfare requirements:

- All food provided by school follows the Early Years Nutrition Guidance (2025).
- Drinking water is available at all times.
- Children are supervised during all eating times.
- Allergies and dietary needs are recorded and communicated clearly to all staff.
- Safe eating practices are embedded to minimise choking risk.

## Personal Care (Toileting and Hygiene)

- Staff ensure children's dignity and privacy while maintaining safeguarding best practice.
- Procedures follow hygiene, supervision and safeguarding requirements.
- Parents are informed of any toileting concerns or changes.

## Monitoring and Review

The Headteacher and EYFS Leader monitor the implementation of this policy annually. Updates reflect changes to EYFS statutory requirements and best practice.