



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

Issued December 2025

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.