



Hemingford Grey SCHOOL

EARLY YEARS FOUNDATION STAGE

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Ethos

Play underpins the delivery of the EYFS and the children learn best through practical, hands-on experiences and interactions within a rich and diverse environment that supports both their interests and learning needs, enabling children to be motivated explorers of their learning. Play is one of the main ways in which children learn and develop. It helps to build self-worth by giving a child a sense of his or her own abilities and to feel good about themselves. Play is very important to a child's development; it is an integral part of a child's Early Years Foundation Stage and supports their learning journey too. Young children can develop many skills through the power of play. They may develop their language skills, emotions, creativity and social skills. Play helps to nurture imagination and give a child a sense of adventure. Through this, they can learn essential skills such as problem solving, working with others, sharing and much more. In line with, The United Nations Convention of the Rights of the Child (UNCRC), Hemingford Grey Primary School and Hemingford Grey Pre-school believe that all children have basic needs and it is their universal right to have these met to ensure each child in the world can develop to their full potential.

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 [EYFS statutory framework](#)

3. Structure of the EYFS

Our Pre-school takes children from 2 Years 6 months until they begin school. The Pre-school has a phase leader who oversee the day to day running and provision, along with Pre-school Assistants who support the children's learning and development. The children all have key workers whose role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents

Our pan is 45 Reception age children; the space is purpose built to accommodate this. We have the equivalent of two full time teachers as well as a full time TA. Each child is assigned a key person.

The children can free flow between the indoor and outdoor learning provisions, whatever the weather. As well as exploring our rich and engaging indoor space, being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. The experiences they have in the different spaces enables them to explore, use their senses, develop their language skills and be physically active.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025.

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

4.1 Planning and Teaching

Play is an essential part of every child's life and is vital for the enjoyment of childhood as well as social, emotional, intellectual and physical development. Play is what children and young people do when they follow their own ideas and interests, in their own way, and for their own reasons. Research shows that play has many benefits for children, families and the wider community, as well as improving health and quality of life. It's where children can not only learn about the world but about themselves too, what they are capable of and how they can become socially mindful. The adult role is then to observe, interact and become a co-player within our provision, bringing the teaching of skills into play.

Our Foundation Stage has a rich and varied learning environment which follows the principles of a skills based continuous provision. We provide an environment that meets the range of skills the children to develop to become successful citizens in society. This is done by providing varied experiences that cover all the areas of learning. It's what we have for children to interact with: water, sand, malleable materials, creative, deconstructed role play, construction, small world, loose parts, Lego etc. The most important aspect of our continuous provision is that it is carefully considered in the light of how children play and need to play, which gives them the freedom to explore.

As we plan for skills with continuous provision, we plan next steps based around where they are now and where we want them to be. Without linking it to a specific topic or activity. It is the next step that we then take into the children's play. When we play alongside children, we get high levels of engagement because they are doing what interests them.

When planning for next steps we also consider the individual needs, interests, and stage of development of each child in our care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, we consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

5. Assessment

Here at Hemingford, ongoing assessment is an integral part of the learning and development processes. In co-play and direct teaching, we observe pupils to identify their level of achievement, interests and learning styles. We record them on an electronic learning journey which the parents can access from home. These observations are used to feed into planning for skills and next steps. We encourage parents to share observations and experiences from home.

The Early Years Lead, along with the Pre school assistants track and monitor developmental progress of children in Pre-school each term.

Within the first 6 weeks that a child **starts Foundation Stage**, we will administer the Foundation Stage Baseline Assessment (RBA).

We do a termly gap and strength analysis of the data and use this to adapt our learning environment and planning, to best meet the needs of the children. We assess and track phonics using this to inform planning.

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.

6. Parent Partnership

In Early Years Foundation Stage we value the parents and carers as co-educators of the children and we aim to foster these parental links in a variety of ways. We operate an open-door policy in the foundation stage and as such we encourage the parents to discuss any problems or questions, they may have with the staff.

We encourage the parents to become actively involved in their child's education through holding Come to Learn sessions, open sessions, attending parent meetings as well as communicating and sharing through our electronic learning platform.

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

Our safeguarding and welfare procedures are outlined in our safeguarding policy and we follow the guidelines set out in the. [Statutory framework](#)

8. Monitoring arrangements

This policy will be reviewed and amended by the Foundation Stage Phase Leader every three years, prior to approval by the Headteacher. At every review, the policy will be shared with the governing board

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	See child protection and safeguarding policy on our website
Procedure for responding to illness	See health and safety policy on our website
Administering medicines policy	See supporting pupils with medical conditions policy on our website
Emergency evacuation procedure	See health and safety policy on our website
Procedure for checking the identity of visitors	See child protection and safeguarding policy on our website
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy on our website
Procedure for dealing with concerns and complaints	See complaints policy on our website