



**The Greenfield &
Hurst Drive Federation**

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Early Years Foundation Stage (EYFS) policy

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Policy Last Reviewed: September 2025

Policy Next Review: September 2027

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and 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 from 1 September 2025.

3. Structure of the EYFS

EYFS provision at Greenfield Nursery School is structured to provide a balanced, play-based curriculum for children aged two to four, rooted in the four overarching principles of the EYFS. This is delivered across our Pre-school and Nursery class. Learning is delivered through a combination of child-initiated and carefully planned adult-led experiences within a rich indoor and outdoor environment, staffed by qualified teachers and early years practitioners across both classes. Continuous provision ensures consistency and progression between the two classes, while assessment through observation, interaction and formative assessment informs next steps and supports individual learning plans. Safeguarding, inclusion and partnership with parents are embedded throughout the structure, ensuring all children are supported to thrive and are well prepared for transition into Reception.

EYFS provision at Hurst Drive Primary School comprises of the reception year only as the school does not offer nursery or 2-year-old provision. Children attend school from the September of the academic year during which they will turn 5. Robust transition arrangements are in place to ensure an effective and smooth transition into school through parent information packs, stay and play visits in the summer term, transition meetings with nurseries and pre-schools, home visits and a staggered start in September.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Curriculum at Greenfield Nursery School

The team at Greenfield Nursery School have developed our curriculum goals for children. Our curriculum goals are holistic and cover multiple areas of learning. It is broad and balanced because it set alongside 1) Teaching and Learning based on children's interests 2) A range of core experiences – looking after rabbits, gardening, caterpillars and living eggs 3) core books, rhymes and songs 4) trips and forest school.

Most of the curriculum planning will take place from child led learning and building on children's strengths; interests and learning needs. Our curriculum must be flexible to meet the needs and fascinations of our children as children learn a huge amount through the play they choose. This play and learning is written on weekly on planning sheets that record children's spontaneous play and teacher scaffolding.

However, we also believe that children benefit from developmentally appropriate adult guided learning. This is where our curriculum goals for our children fit in. Class teachers will plan for learning opportunities to support the development of our curricular goals. We will also provide adult guided group sessions that are developmentally appropriate. These will be planned and focused to:

- 1) Phonics Phase 1 x2
- 2) core books
- 3) singing and rhymes
- 4) teaching and revisiting mathematical concepts
- 5) opportunities to listen, talk and take turns and talk about their day

Our curricular goals are adaptable to the children on roll. We are aware that all children will have different starting points and will work through our curriculum at different pace. Some children may skip some parts of the curriculum altogether (e.g. go straight to a balance bike and not ride a trike).

Scaffolding allows for us to support children from their starting point to make progress towards our curriculum goals. Where children move on quickly, we focus on deepening understanding rather than introducing new skills or concepts

4.1 Planning

Typically, children demonstrate lower than expected attainment in the prime areas of learning as well as literacy development, in particular an interest in mark making and a love of reading and books. Approximately half of the children at Greenfield Nursery School and Hurst Drive Primary School are classified as EAL learners with varying degrees of English language proficiency; children in this group speak a range of languages and have varying proficiency in their home language.

Many of the children living in our local area live in flats or houses with minimal outside space - the impact of which can be seen in their gross motor development on entry. In addition to this, some children, on entry to reception, have had limited opportunities and access to a broad range of experiences which contribute to their cultural capital.

As well as ensuring coverage of all areas of learning, at Greenfield Nursery School and Hurst Drive Primary School we seek through our EYFS curriculum to address these specific aspects of early learning through our curriculum whilst maintaining a flexible approach to ensure we respond to the specific and unique needs of each cohort.

Our intention is that all children feel safe and secure in our early years provision. We intend for our curriculum to enable children to develop and progress in order to meet the early learning goals and leave reception as confident, independent learners who have secure attainment in the prime areas and are able to use these skills to develop and progress in the specific areas of learning. In particular, we intend to enable all children to be able to:

- be attentive listeners to make comments and hold conversations and ask questions
- talk confidently about themselves as learners
- communicate effectively using ambitious vocabulary
- be resilient and persevere when they meet challenges
- have respect and tolerance for the wider world
- have their own interests and fascinations
- be willing to take risks and have a go at new things
- have the physical strength, skills and motivation they need to be writers
- know and enjoy the reception core stories, poems and books
- have an interest and growing understanding of their immediate world
- have a sound understanding of numbers to ten
- be able to read and write sentences independently

The early years curriculum at Hurst Drive Primary School is delivered through a mixture of adult-led learning and child-initiated activities. This is facilitated through whole-class teaching, focused tasks and through planned, purposeful play in the continuous provision both indoors and out. The

timetable is arranged to enable long periods of 'play and learn' to give children ample time to explore and investigate the resources and sustain their play for significant periods of time. During 'play and learn', supportive adults work alongside children, observing their play and interacting to develop and extend children's thinking where appropriate.

This approach enables children to develop the characteristics of effective learning and allows for adults to build on what children can do independently, scaffolding their learning to enable children to progress. Adult-led learning includes discrete daily synthetic phonics lessons taught through the Read Write Inc. programme, whole class maths learning, daily maths meetings, daily story time and twice weekly PE lessons.

In order to meet the specific needs of our children, daily story time is sacrosanct – teachers introduce books from our Reception core book list throughout the year and support children to develop their ability to talk about stories through dialogic book talk which features as part of our story-time offering. The twice weekly PE sessions contribute to developing children's gross motor skills and strength; children also have access to challenging gross motor resources in the learning environment such as balance bikes, scooters, tyres to move and build with and a climbing frame with opportunity to hang and pull themselves up.

Writing skills are taught through the Read Write Inc. Phonics programme. Children's motivation to write is supported through the provision of engaging and differentiated writing opportunities throughout the learning environment, including the use of floor books to cooperatively write and record children's interests and fascinations. Reading is taught through daily phonics sessions which are differentiated as the year progresses to ensure all children's needs are met. Children also have the opportunity to practise their word-reading skills through RWI books which are carefully matched to their phonic knowledge. Home reading forms an essential part of children's early reading development. To facilitate this, children take home a RWI book, banded reading book and a sharing book for parents/carers to read and talk about with children.

Staff 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. Through our focus child system, staff are able to hone in on particular children's progress and development as well as maintaining a view of the whole cohort. 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.

Greenfield Nursery School Curriculum aims

- **I can give meanings to marks as I write, draw and paint** (Children's marks become more controlled and they frequently write, draw and paint for a purpose (e.g. shopping list). Most of what they write, draw and paint are recognisable representations)
- **I can follow a recipe** (Children will be able to follow a simple recipe)
- **I can talk about my day in a group** (Children are active communicators. Children share their learning at a group time with others. E.g., they may talk about a picture they have made, a model they have built confidently so they can be heard. They may share a photo of

something they have done during the day. They can name something they have done in the day and talk about their learning. Children actively listen to their peers and may comment on what their friends have said.

- **I can plan and make a model** (children decide on a model they want to make. They decide on their material and their joining technique. They adapt their work (i.e. add colours) and use tools to shape or join materials together)
- **I can dress myself independently** (Children know what clothes are appropriate (e.g. apron for water play) and can access them and put them on without reminders. They know that laces need to be tied and can ask for help with this. Children can slip their shoes on most of the time by themselves but may not always be on the correct feet. They can do up their own zip or can help a friend to do their zip)
- **I can ride a balance bike** (I can use the handlebars to move out the way of others. I can change my speed and direction with ease. I can hold the bike up using my core strength to cruise along for longer periods without falling)
- **I can play a simple board game and read a die** (Children can initiate and set up a board game to play with peers and adults. They can take turns with support and understand how numeral or dots on a die link to the number of jumps they make on a board using mathematical language in their play)

4.3 Curriculum Impact

Children leave reception with a solid foundation in the prime areas of learning and the skills necessary to access the Year 1 Maths and English curriculum. Having had time to develop the characteristics of effective learning during their reception year, children move onto Year 1 as those ready to engage with the challenges that Year 1 brings and with a desire to learn.

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them 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 development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

4.2 Teaching

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

5. Assessment

At Hurst Drive Primary School, ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and how they learn. Adult knowledge of children is then used when planning to meet children's needs. A focus child system is in place to ensure all individual children are considered in depth once a term as well as class teacher's ongoing formative assessment of the overall cohort. Observations and subsequent assessment are used to inform planning to ensure it meets the needs of the children.

Within the first 6 weeks that a child starts reception, staff will administer the statutory Reception Baseline Assessment (RBA); they will also carry out their own additional teacher assessment of children to inform planning and target setting. The Development Matters statements are used to ascertain a child's attainment on entry and to ensure early identification of any concerns around each child's development. The observation checkpoints in Development Matters are used to support EYFS staff's reflection on children's progress and to track their attainment throughout the reception year.

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 (expected)
- 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) in collaboration with colleagues and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority when requested.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

6. Working with parents and carers

We recognise that children learn and develop well when there is 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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of the reception year. Throughout the reception year, parents and carers are able to receive information about and discuss children's progress towards the early learning goals through termly focus-child meetings, the on-line learning journal and informal conversations (e.g. at drop off and pick up times).

The class teacher acts as the assigned key person for all children in their class. They ensure that their learning and care is tailored to meet their needs, support parents and/or carers in guiding their child's development at home and help families to engage with more specialist support, if appropriate.

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

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help 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 make sure 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.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

7. Staff

7.1 Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

7.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our [safer recruitment procedures](#)

7.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the Headteacher. If the concern is about the Headteacher or other member of staff, [1](#), or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of governors.

See our [whistleblowing policy](#) for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing.

7.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

8. 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 can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our [child protection policy](#) for more information.

8.1 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

8.1.1 Investigating the concern

When a concern is received by the headteacher – referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there is, then:
 - Follow the school's Complaints Procedures. If appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
 - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

8.1.2 Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

8.2 Staffing ratios

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:

We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

8.3 Paediatric first aid (PFA)

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.

8.4 The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

8.5 Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our [attendance policy](#) for more on this, including our expectations of parents/carers to report child absences.

8.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general, by providing a daily healthy snack and water to drink which children can access independently. We also talk to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Healthy eating choices

The rest of our safeguarding and welfare procedures are outlined in our Child Protection Policy.

From February 2026 we will be introducing a supervised tooth brushing programme, to support the children's oral health. We follow [government guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

8.7 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
 - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

8.8 Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

8.9 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

8.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

9. Monitoring arrangements

This policy will be reviewed and approved by the Executive Headteacher and Early Years Foundation Stage Phase Leaders every 3 years.

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

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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	<u>See child protection and safeguarding policy</u>
Procedure for responding to illness	<u>See health and safety policy</u>
Administering medicines policy	<u>See supporting pupils with medical conditions policy</u>
Emergency evacuation procedure	<u>See health and safety policy</u>
Procedure for checking the identity of visitors	<u>See child protection and safeguarding policy</u>
Procedures for a parent/carer failing to collect a child and for missing children	<u>See child protection and safeguarding policy</u>
Procedure for dealing with concerns and complaints	<u>See complaints policy</u>