



St Helen Auckland

Early Years Foundation Stage Policy

Policy Aims

- **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.**
- **Every child is included and supported through equality of opportunity and anti-discriminatory practice.**
- **A close working partnership between staff and parents and/or carers.**

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage, that applies from September 2021 which was updated on 1st September 2025.

Our Structure

Our Early Years provision applies to children from 2–4 years as well as Reception age children from 4-5 years of age.

Curriculum

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

Planning

We believe every child deserves to be cherished for who they are, and we are devoted to helping each one grow into their own wonderful potential. When a child begins their journey in our EYFS, we take time to truly understand the children in our care — their interests, their strengths, and the unique starting points of their learning journey. With this understanding, we thoughtfully shape our flexible EYFS curriculum so that every child can move forward at a pace that feels right for them, supported, encouraged, and celebrated at every step. Staff consider individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. When a child may have a special educational need or disability, staff assess whether additional specialist support is needed and, where appropriate, work with external agencies to provide it.

Observation and Assessment

Ongoing observational assessment of each child's achievements, interests and learning styles are used to inform everyday planning. Our EYFS classroom's use the Tapestry platform to share learning and observations with our children's family. Children are assessed on-entry, and throughout their time in Early Years to assess if they are working at an appropriate level of development using practitioners' knowledge of child development and the documents mentioned above. On-entry to Reception the children are assessed using the Reception Baseline Assessment (RBA). Moderation can be accessed through other schools in the trust, network meetings and in house moderation meetings.

At the end of Reception, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- On track
- Not on track

Working with Parents and Carers

We recognise that children learn to be independent from secure relationships. All staff recognise parents and carers as key partners in their child's development. We aim to develop caring, respectful, professional relationships with the children and their families. We work in partnership with all parents/carers, and value their contributions by:

- Involving them in our induction procedures.
- Outlining how parents/carers can support their child's learning at the meetings throughout the school year
- Encouraging parents to complete pre-school questionnaires.
- Sending home ½ termly letters outlining the topic
- Information shared through digital platforms
- Stay and Play sessions
- Allowing
- Parents and carers are invited to contribute to 2-year checks
- Open evenings
- Flexible hours
- Daily feedback at collection/drop off
- Encourage parents to share wow moments at home through online platform
- Gradual settling in processes, tailored to child's needs
- Signposting to external support when needed
- Providing short reports throughout the year and a formal report at the end of the school year

Welfare and Safeguarding

We promote good oral health — and overall wellbeing — in the early years by talking to children about:

 How to brush their teeth properly

 Making healthy food and drink choices

 The importance of regular toothbrushing at home

 Drinking plenty of water throughout the day

 Keeping themselves clean and understanding simple self-care routines

The rest of our safeguarding and welfare procedures are detailed with care in our safeguarding policy.

Reception to Year 1 Transition

Reception and Year 1 teachers work closely to ensure a smooth transition from the Early Years Foundation Stage to Key Stage 1. Throughout the Reception year, children are supported to become more independent, and staff introduce more structured activities in the summer term to help them rely less on adult guidance. Our reception class children take part on the whole school transition day, in which they spend the full in in the Year 1 class with their new class teacher.

MONITORING AND REVIEW

It is the responsibility of the EYFS team to follow the principles stated in this policy.

The Head teacher will carry out monitoring of the EYFS as part of the whole school monitoring schedule and report findings to the Governing Body.

EYFS linked Governor- Mrs Valarie Hindmarsh

This policy will be reviewed as and when needed but at least every two years.

Last Reviewed February 2026