

Hillcrest Early Years Academy



Early Years Foundation Stage (EYFS) policy

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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

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

This document also complies with our funding agreement and articles of association.

Structure of the EYFS

Our Early Years setting offers learning and provision from 9 months old until 5 years old. After this, the children progress through the rest of the school (Key Stage 1).

Little Treasures (Nursery 1)	9 months- 2 years old	AM (8:45- 11:45) PM (12:15-15:15) All Day (8:45-15:15)
Little Sparkles (Nursery 2)	2-3 years old	AM (8:45- 11:45) PM (12:15-15:15) All Day (8:45-15:15)
Little Gems (Nursery 3)	3-4 years old	AM (8:45- 11:45) PM (12:15-15:15) All Day (8:45-15:15)
Reception (Diamond class and Ruby class)	4-5 years old	All Day (8:40- 15:20)

Our 9 Month- 4 year old provision is £5.50 per hour and we provide a monthly invoice.

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

Staff plan activities and experiences for children that enable children 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 stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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.

From Nursery, we follow a 'Talk 4 Writing' approach for communication and language inputs.

From Nursery, we follow the 'Little Wandle' phonics scheme. We are consistent with our phonics language/vocabulary across our EYFS.

For our 2-3 year old provision, the staff team take part in weekly planning meetings for their continuous provision.

For Nursery and Reception, teachers are responsible for their termly planning.

Our EYFS curriculum is used in Little Treasures, Little Sparkles, Little Gems and Reception and provides a bespoke framework for our children to achieve the fundamental building blocks for their learning.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities and group work to help children prepare for more formal learning, ready for year 1.

At Hillcrest Early Years Academy, purposeful provision and child led learning is at the heart of what we do. We aim to provide creative and inviting opportunities for each child to learn and engage through during 'Discovery Time'. We enhance our provision through the children's interests.

We ensure that our children are provided with daily outdoor learning opportunities. We provide natural resources to develop children's imagination and we ensure that our indoor and outdoor provision is multi-sensory.

Assessment

At Hillcrest Early Years Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA).

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 (At, achieving ELG)
- Not yet reaching expected levels (Below)

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.

At Hillcrest Early Years Academy, we use the observation platform 'Tapestry' to assess the children's development against the 17 early learning goals. These observations can be accessed by parents through their mobile phone app. There will be 3 observations per child on tapestry as a minimum each half term.

Room Leads and Reception teachers also upload assessment data onto O track, our schools tracking system. We do this every term, as well as an additional baseline and National Reception baseline at the start of the year.

As well as this, Reception teachers assess the childrens’ phonics sounds each half term using the ‘Little Wandle’ assessment sheets. Their assessments are then transferred to a heat map so teachers and can create the children’s next steps and create personalised and group interventions.

Working with parents

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 progress check and EYFS profile helps 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 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.

Hillcrest Early Years academy uses two platforms to communicate with parents. As well as face to face conversations at pick up times, we also communicate with parents on ‘Class DOJO’ and ‘Tapestry’ where messages and comments can be exchanged about each child’s learning and worries or concerns.

Parents can also find updates on our school Facebook page and twitter as well as our half term newsletter.

Class	Key Person
Little Treasures AM and PM (9 months-2 years old)	Tracy Grundy (Room Lead)
Little Sparkles AM and PM (2-3 years old)	Kelly Chapman (Room Lead)
Nursery AM and PM (Little Gems)	Katy Penfield (Room Lead)
Reception Class 1 (Diamond)	Laura McCutcheon (EYFS Lead/Teacher)
Reception class 2 (Ruby)	Macy Fletcher (Teacher)

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by ensuring we focus on oral health each term.

For example, we speak about

- The effects of eating too many sweet things

- The importance of brushing your teeth
- Healthy Eating

We provide fun and purposeful provision around this topic and ensure we discuss appropriate vocabulary and explanation as to why this is important for the children.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed by the Headteacher annually.

At every review, the policy will be shared with the Board of Trustees who will approve it.

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