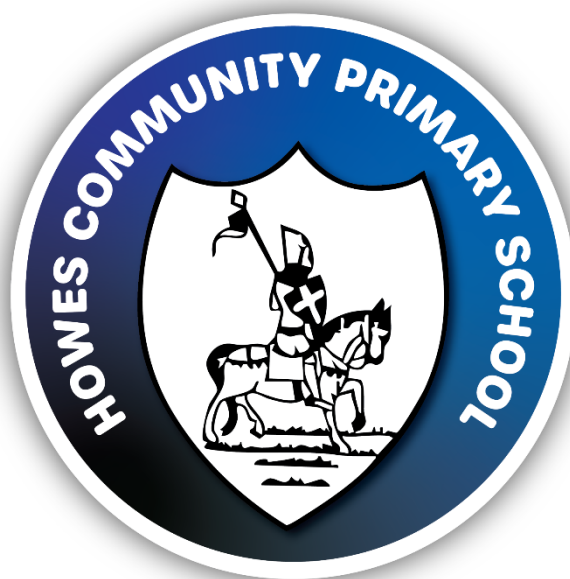


Howes Community Primary School



Early Years Foundation Stage (EYFS) Policy

Date Approved by Governing Board:	May 2026
Date of next Review:	May 2027
Policy Written by:	Mrs Zoe Cook (Headteacher)
Policy Approved:	Mr Colin Marscheider (Chair of Governors)

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1 Aims

This policy aims to ensure:

- That children at Howes Community Primary School 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 is given the opportunity for them to be the best that they can be.
- 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), updated September 2025, and other relevant safeguarding and welfare legislation and guidance.

3 Structure of the EYFS

Provision for EYFS at Howes is delivered through our Nursery provision and our Reception class. Our Nursery provision has three intakes per year with children entering the term after their third birthday. We offer universal 15-hour funded places and extended 30-hour funded places. Our Nursery operates in the mornings from 08.55 – 12.00am and in the afternoons from 12.25 – 3.25pm.

Our Reception offers places for up to thirty children and our Nursery can provide up to twenty-six full-time places.

4 Curriculum

Our early years setting follows the curriculum as outlined in the EYFS statutory framework (September 2025).

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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

At Howes, we have identified key drivers within our EYFS vision which are linked to the Prime and Specific areas of learning and development.

Through our Early Years vision (Appendix 1), we use our Transformation Tree to illustrate the intended learning journey for children receiving our curriculum. We prioritise becoming Terrific Talkers and learning to communicate, becoming Mighty Movers alongside always trying to be Fantastic Friends, living out the Howes FRIEND values. (Appendix 2) Through the EYFS curriculum, we become Magnificent Mathematicians, Masters of Mark Making and Meaning, Incredible Investigators and Crafty Creators.

4.1 Planning

At Howes, we use the non-statutory document Development Matters to support the development of our curriculum alongside other non-statutory schemes. We have designed our own curriculum that encompasses the seven areas of learning and the characteristics of learning in an engaging and exciting way which is shaped by our vision statement: Growing from acorns' (Appendix 1)

Our long-term planning is structured into each of our key driver areas, with an emphasis on sharing stories demonstrated through our book spine which continues throughout school.

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 three 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.

4.2 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 to help children prepare for more formal learning, ready for year one.

5 Assessment

At Howes, 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. At Howes, we use Tapestry to show the child's learning journey throughout their time in Early Years. This can be added to by parents/carers in addition to school staff. Children are monitored closely throughout their time in Early Years to ensure that they are making progress and staff can then identify areas that a child may need more support with.

Within the first six 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
- 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 Working with Parents

At Howes, 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. They also have access to their child's Tapestry account to see and add to their learning journey.

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. Mrs Walters is our SENDCO

who works with children and families to support them if there are any additional needs or support required.

7 Safeguarding and Welfare Procedures

Safeguarding the children at Howes is paramount. Mrs Cook and Mrs McKenzie are our designated safeguarding leads and work with children and families to ensure that all our children are safe. All information regarding this can be found in our Child Protection and Safeguarding policy.

In line with the updated EYFS statutory framework (September 2025), the school maintains robust safer recruitment procedures, including obtaining suitable references and ensuring that safeguarding procedures are followed for all staff, students, volunteers and visitors.

The school will follow up unexplained or prolonged absences of children in a timely manner and ensure emergency contact details are accurate and up to date for at least two people.

All safeguarding training is delivered in line with statutory guidance and staff are supported to implement safeguarding procedures effectively in practice. Staff receive regular safeguarding updates and refresher training.

Appropriate arrangements are in place to support whistleblowing and staff are encouraged to report any concerns regarding safeguarding or professional conduct.

Children's dignity, privacy and safety are carefully considered during toileting, nappy changing and intimate care procedures see the Intimate Care Policy.

The school promotes safer eating practices and manages allergies, dietary requirements and choking risks appropriately. All staff who work in Early Years has paediatric first aid certificates and also those who are present during mealtimes and outings.

We promote good oral health, as well as good health in general, in the early years in a variety of ways including by talking to children and ensure these areas are covered within our curriculum. This includes opportunities for exploring good health through play and provision. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8 Monitoring Arrangements

This policy will be reviewed annually by the Headteacher and EYFS Lead, or sooner if statutory guidance changes.

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

Appendix 1

Howes' EYFS Curriculum Vision



At Howes Community Primary School, we are 'play people' who prioritise high quality interactions, enriching opportunities and memorable learning experiences. Our curriculum is designed to reflect the needs and interests of our children, inspire imaginations and is grounded in high quality learning provision. Our Transformation Tree illustrates the intended learning journey for children receiving our curriculum. Starting as acorns, they grow to become Mighty Movers, Terrific Talkers, Fantastic Friends, Magnificent Mathematicians, Masters of Mark Making and Meaning, Crafty Creators and Incredible Investigators. Their roots are made strong by learning to actively play and explore and think critically and creatively. We look after each other

and enjoy exploring what makes us the same and different so that we can feel safe to begin our journey to being the best that we can be.

Appendix 2

Howes' School Values

Howes' School Values



FRIEND

Friendship

Friendship is playing with each other, being kind, listening and having fun.

Respect

Respect is being kind to everyone and treating everyone how you would want to be treated yourself.

Integrity

Integrity is being honest and doing the right thing all of the time just because you know it is right.

Determination

Determination is never giving up. Striving to always be the best that you can be in everything that you do.

Equality

Equality is treating people the same but knowing that everyone is different.

Nurture

Nurture is being caring and looking after one another; making sure that everyone feels happy and safe.



Appendix 3

List of Statutory Policies and Procedures for the EYFS

Statutory policy or procedure for the EYFS	
Safeguarding policy and procedures	Child Protection and Safeguarding Policy
Procedure for responding to illness	Medical Care Policy
Administering medicines policy	Health & Safety Policy
Emergency evacuation procedure	Fire and Emergency Plan
Procedure for checking the identity of visitors	Child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	Late collection of child policy
Procedure for dealing with concerns and complaints	Complaints policy

9 Appendix 4 – Summary of Updates Made (2026 Review)

- Updated legislation references to reflect the EYFS statutory framework updates effective from September 2025.
- Strengthened safeguarding and welfare procedures in line with revised statutory requirements.
- Added safer recruitment expectations including references and suitability checks.
- Added procedures relating to prolonged child absences and emergency contacts.
- Included updated safeguarding training requirements and ongoing staff support.
- Added whistleblowing expectations for staff.
- Included safer eating guidance, allergy management and choking risk awareness.
- Clarified expectations regarding children's dignity and privacy during intimate care.
- Updated paediatric first aid expectations in relation to meals, outings and staffing.
- Updated policy review arrangements and terminology for compliance and clarity.

Policy updated in line with EYFS statutory framework guidance current as of May 2026.