



Hunnyhill Ormiston Academy



Early Years Foundation Stage Policy

Adopted: January 2026

Review Date: January 2028

Early Years Foundation Stage Policy

Policy Aims

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and safe start to their school life in which they can thrive and build a foundation for a love of learning. Through the implementation of this policy, we aim to ensure:

- That children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning with high expectations for all so that every child makes good progress, and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- That pupils leave Early Years, ready to access the Key Stage 1 Curriculum.

This policy is based on requirements set out in the EYFS Statutory Guidance and DfE Early Years Foundation Stage 2021.

Structure of the EYFS

Preschool

Children are able to join our Preschool the day after their third birthday. We have up to 32 places available for each session and we offer 15 hour or up to 30 hour funded sessions, as well as additional paid sessions. For children eligible for 15 hours of funded sessions, parents can choose either morning or afternoon sessions for 5 days a week. For children eligible for 30 hours of funded sessions, sessions cover both morning and afternoon for 5 days a week. The Preschool Manager oversees the running of the Preschool, alongside 4 Preschool Assistants, working on a ratio of 1:8.

Reception

Reception is the final phase within the Early Years. There is one main intake in September for pupils that will become five years of age during the academic year. Most pupils attend on a full-time basis and each class is taught by a teacher and supported by Teaching Assistants. Part-time timetables are used in exceptional circumstances, in agreement with parents/carers, the SENCO and Principal. The Reception phase has places for 60 pupils. Admissions into the Reception phase are dealt with by the Local Education Authority. Parents of summer born pupils (children that turn 5 years during the summer term of the academic year) may wish to defer a placement into the Reception phase. The Local Education Authority also processes any such requests.

Curriculum

The intent for our EYFS curriculum is centred around enabling our children to develop skills linked to our school values: to become *resilient, respectful, independent* and *creative* individuals, with a fostered love of learning and *challenge*. We follow the practice guidance for the Early Years Foundation Stage Statutory Framework 2025, which sets the standards for learning, development and care for children from birth to 5 years old.

The EYFS framework includes seven areas of learning and development that are equally important and interconnected. However, three areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning.

The prime areas are:

- Communication and language.
- Physical development.

- Personal, social and emotional development.

The prime areas are strengthened and applied through four specific areas:

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

Planning

When planning the early years curriculum and continuous provision, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately

We aim to enable the children to show they are effective learners through "The Characteristics of Effective Learning" which are as follows:

- Playing and exploring – children investigate and experience things, and 'have a go'
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents/carers and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support and will discuss this with the school's SENCO. 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, practitioners reflect on the different ways that children learn and include these in their practice. Staff communicate daily, to ensure continuous and enhanced provisions provide stimulating and challenging opportunities to enable children to move learning forwards. All planning and provision is overseen by the Early Years Leader.

Teaching

Each area of learning and development is implemented through well-planned continuous provision, which includes both indoor and outdoor learning. A mixture of adult-led and child-initiated activities are planned within an enabling environment that changes to meet the learning objectives. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction and quality talk.

In Reception, children have daily phonics, writing, and maths direct teaching sessions. Following each session, children are given time to apply their learning through independent play within the continuous provision, as well as through challenges, enhancements and adult led activities.

The EYFS is based upon four principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- Children benefit from a strong partnership between practitioners and parents and/or carers

Inclusion

All children at Hunnyhill Ormiston Academy are treated fairly, regardless of race, religion, social background, cultural background, gender, disabilities, special educational needs or levels of development. All children and their families are valued within our academy. We give our children every opportunity to achieve their best.

We set realistic and challenging expectations that meet the needs of our children through:

- Planning opportunities that are based on children's existing knowledge, experience and interests which develops their self-esteem and confidence.
- Using a wide range of teaching strategies – small groups, whole class and individualised – based on children's learning needs.
- Providing a wide range of learning opportunities in a well-planned environment to motivate and support children and to help them learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Carefully monitoring children's progress and taking action to provide support or challenge as necessary.

Working with Parents / Carers

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- Communicating and meeting with parents before the school year starts and giving parents and children the opportunity to spend time with the staff in the provision.
- Teachers are always on the door of the classroom as children enter in the morning, making themselves available to chat to parents/carer to build positive relationships so that parents feel comfortable to approach staff with any comments or questions.
- We encourage parents to contribute observations on Tapestry and send in photographs at various points in the year linked to the children's experiences at home, demonstrating that we value the important learning that goes on at home.
- We provide Parents' Evenings across the year and a written report at the end of the year about the child's attainment and progress.
- Arranging a range of activities throughout the year that encourage collaboration between the child, school and parents including 'Stay and Play' sessions and learning events that inform parents of our approaches to learning and support their understanding of how children learn.
- Encouraging families to have a high engagement with home learning, especially reading together and supporting their child's development of reading.

Assessment

At Hunnyhill Ormiston Academy, ongoing assessment is an integral part of the learning and development processes. EYFS staff observe pupils to identify their level of development, interests and needs, and in both child-led and adult initiated activities. These observations are used to shape future planning. Practitioners also take into account observations shared by parents/carers. On entry to Reception, baseline assessments (RBAs) are made for each pupil using information from observations compared to age related expectations. Baseline assessment information is completed by the end of the first half of the term.

Staff use Tapestry to record observations and parents/carers have access to this. There is continuous monitoring and assessment of each child's development against the Development Matters statements. This is updated termly on a tracker of individual progress to monitor children who are 'On Track' and 'Not Yet on Track', which supports planning next steps. At the end of the EYFS, staff complete the EYFS profile for each child.

Pupils are assessed against the criteria of the 17 Early Learning Goals (ELG), indicating whether they are:

- Meeting expected levels of development of ELG (Expected).
- Not yet reaching expected levels of ELG (Emerging).

Safeguarding and Welfare Procedures

It is essential that all children at Hunnyhill Ormiston Academy are safe. We provide a stimulating environment where children are allowed to take risks but are taught to recognise and avoid hazards. We aim to educate the children on boundaries, rules and limits. We take necessary steps to safeguard and promote the welfare of all children.

The academy will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures

Please see the Hunnyhill Ormiston Academy Safeguarding and Child Protection policy more information:

[Child-Protection-and-Safeguarding-from-Sep-2025-1.pdf](#)

Monitoring Arrangements

This policy will be reviewed and approved by the Principal every two years. At every review, the policy will be shared with the Governing body.