



Great Hockham Primary School and Nursery
Early Years Foundation Stage (EYFS) Policy

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1. 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
- 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
- Staff build positive relationships with all children and meet their individual needs, enabling them to be healthy and feel safe and secure
- A welcoming, safe and stimulating environment is provided where children are able to enjoy learning and grow in confidence

2. Legislation

This policy is based on requirements set out in the [EYFS statutory framework for group and school-based providers](#)

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

3. Structure of the EYFS

The EYFS setting at Great Hockham Primary School and Nursery includes children in Reception Year, and 3 to 4 year-old Nursery children in N2 and N1. The class teacher is the named key worker for all children. Pupils may take up to 30 hours of provision and stay over lunch time. Nursery children are charged an hourly rate from 8.45am. to 3.15 p.m. to attend, for hours not covered by the Universal 15 hours funding or are not eligible for 30 hour funding. Please see our Charging and Refunds Policy for details.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2025 Statutory Framework for the EYFS. (September 2025)

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

We recognise that oracy is a life skill to ensure success beyond school, in life and future employment, not only improving academic outcomes. Oracy develops a child's thinking and understanding, in turn promoting self-confidence, resilience and empathy, which supports children's wellbeing.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children focus on the 3 prime areas of learning.

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, practitioners reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

The children learn in an environment set up to provide hands on, play-based learning through "continuous provision" with constant access to outdoor learning whatever the weather. Each area of learning and development is implemented through carefully planned activities, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Children engage in long periods of uninterrupted play, allowing them to embed the three Characteristics of Effective Learning:

- Playing and Exploring

- Active Learning
- Creating and Thinking Critically

By encouraging and celebrating these learning behaviours, the children acquire social, emotional and academic skills to support them as they get older and move onto learning through the National Curriculum (Year 1 onwards).

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 1.

5. Assessment

Our ongoing formative assessment in the EYFS at Great Hockham involves:

- Knowing children's level of achievement and interests
- Using that knowledge to shape teaching and learning experiences for each child
- Observing children's progress day-to-day
- Collecting observations from parents and carers
- Responding to these observations in our interactions with children
- Using our knowledge of the child and our own expert professional judgement to comment on their progress
- Supporting a successful transition into Key Stage (KS)1 by informing an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development

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, or
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners 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.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

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

