



Henry  
Hinde  
School

# Early Years Policy

03.02.26



# Version Control

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<b>Author:</b>	Becky O'Neill	
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## 1. Definition of Terms

**EYFS** – Early Years Foundation Stage, the statutory framework governing learning, development and welfare for children from birth to age five.

**Continuous Provision** – Resources and areas of learning available for children to access independently throughout the day.

**Prime Areas** – Communication and Language; Personal, Social and Emotional Development; Physical Development.

**Specific Areas** – Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

**CoETL** – Characteristics of Effective Teaching and Learning.

**RBA** – Reception Baseline Assessment.

**Seasaw** – Online learning journal used for communication and assessment.

## 2. Rationale and Statutory Requirements

Henry Hinde School is committed to providing high-quality Early Years education that meets the requirements of the **2025 Statutory Framework for the Early Years Foundation Stage (EYFS)**. This policy also aligns with our trust's funding agreement and articles of association.

The EYFS sets the standards that all early years providers must meet to ensure:

- Children learn and develop well
- Children are kept healthy and safe
- Children are ready for school
- Equality of opportunity and inclusion are embedded

Our approach reflects best practice seen in early years where provision is broad, inclusive, play-based and rooted in strong communication, early reading and personal development.

## 3. Scope

*This policy refers to:*

<b>Parents/Carers</b>	✓	<b>Trustees</b>	
<b>Employees</b>	✓	<b>Volunteers</b>	
<b>Pupils/Students</b>	✓	<b>Visitors</b>	
<b>Governors</b>		<b>Community</b>	

It covers:

- Curriculum and pedagogy
- Safeguarding and welfare
- Assessment and moderation

- Parent partnerships
- Transitions
- Learning environments

## 4. Principles

Our EYFS provision is built on the four statutory principles:

### A Unique Child

Children are resilient, capable and confident. We recognise individual needs, interests and development rates.

### Positive Relationships

Children learn to be strong and independent through warm, respectful and nurturing relationships.

### Enabling Environments

Indoor and outdoor environments are organised to promote independence, exploration and purposeful play.

### Learning and Development

Children learn in different ways and at different rates. Our curriculum balances adult-led teaching with child-initiated learning.

## 5. Policy Statement

The school will:

- Provide a safe, stimulating and ambitious early years experience
- Prioritise communication and language as the foundation of learning
- Ensure every child becomes a confident reader through high-quality phonics teaching
- Deliver a curriculum that builds cultural capital and self-belief
- Promote inclusive practice and meet the needs of all learners, including those with SEND
- Build strong partnerships with parents and carers
- Ensure high expectations, consistent practice and strong progress for all children

Our approach reflects the EYFS statutory framework and the trust's commitment to excellence across all settings.

## 6. Procedure

### 6.1 Welfare and Safeguarding

- Safeguarding procedures follow the academy's Safeguarding and Child Protection Policy.
- Staff suitability checks are completed in line with statutory requirements.
- A paediatric first aider is present at all times.
- Fresh drinking water is available throughout the day.
- Dietary needs are met and snack times are provided.
- Incidents and injuries are recorded and shared with parents.
- Fire and emergency procedures are in place and practised.

### 6.2 Curriculum Implementation

- Teaching follows the EYFS (2025) and the Characteristics of Effective Teaching and Learning.
- Communication and language underpin all learning.
- A balance of adult-led and child-initiated learning is provided.
- Continuous provision is planned to support independence and exploration.
- A 'must do job' system in Reception supports progression and independence.
- Planning is informed by ongoing assessment and children's interests.

### **6.3 Teaching and Learning**

Staff:

- Model high-quality language
- Demonstrate, explain and scaffold learning
- Identify and respond to teachable moments
- Encourage resilience, curiosity and independence
- Promote positive relationships and emotional wellbeing

### **6.4 Parent and Carer Partnerships**

We engage parents through:

- Staggered starts
- Seesaw communication
- Stay-and-play sessions
- SEND and community workshops
- Regular consultations
- Termly written reports
- Open-door communication

### **6.5 Assessment and Moderation**

Assessment includes:

- Reception Baseline Assessment
- Speech and language screening (e.g., WellComm)
- Observations and learning journeys
- Summative assessments via PiXL
- EYFS Profile at the end of Reception

Moderation takes place:

- Within the setting
- Across the consortium
- With the local authority
- Through shared observations and professional dialogue

### **6.6 Transition Procedures**

#### **Into Reception**

- Parent welcome meeting
- Nursery visits
- Storytime sessions in the summer term
- "All About Me" information gathering during stay and play in Sept
- Staggered start in September



## **Into Year 1**

- Increased independence in recording
- Year 1 pedagogy reflects EYFS principles
- Joint working between EYFS and Year 1 staff

## **7. Monitoring**

The Early Years Lead and Teaching and Learning Lead monitors:

- Curriculum implementation
- Quality of teaching and learning
- Welfare and safeguarding compliance
- Assessment accuracy
- Learning environment quality
- Parent engagement

Monitoring activities include:

- Learning walks
- Planning and assessment reviews
- Moderation meetings
- Pupil progress discussions
- Environment audits

Findings are shared with senior leaders and the Trust Director of Education.

## **8. Related Documents**

This policy and procedures should be considered in relation to the guidance listed above and:

- Safeguarding and Child Protection Policy
- Intimate Care Policy
- Online Safety Policy
- Positive Behaviour Policy
- Attendance Policy
- Positive Handling Policy
- Supporting Pupils with Medical Needs
- SEND Policy
- Health & Safety Policy
- First Aid Policy

