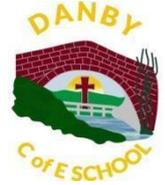




St Hilda's Moorland Federation
Egton CE (VA) School and Danby CE (VA) School



EARLY YEARS FOUNDATION STAGE POLICY

Effective Date:	May 2025
Date Due for Review:	Summer Term 2028
Approved By:	St Hilda's Moorland Federation Governing Body
Approval Date:	13th May 2025
Signed by Chair of Governors	Matthew White

Our vision, as Church of England primary schools deeply rooted in a strong Christian tradition, is to 'inspire learning and develop children's potential as individuals within a caring, happy, and distinctively Christian family'.

The Bible verse that underpins our vision statement, aspirations and ethos is taken from the Bible verse:

" I have come that they may have life, and have it to the full." John 10:10.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full.

Egton and Danby Schools are small, distinctively Christian, family based learning communities. We learn and grow together. Our key values underpin everything we strive for in our schools:

TRUST

Trust in the Lord and do good. *Psalm 37.3*

FRIENDSHIP

How good and pleasant it is when God's people live together in unity *Psalm 135.1*

RESPECT

In everything, do to others what you would have them do to you. *Matthew 7.12*

We live these core values out through our excellent relationships with our children, parents, governors, staff, communities and churches.

Our Early Years Policy is underpinned by our Vision Statement and Core Values.

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1. Rationale:

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.”

Statutory Framework for the Early Years Foundation Stage Department for Education 2021

Within St Hilda’s Moorland Federation the Early Years Foundation Stage is viewed as a distinctive phase of education which integrates the care and education of our youngest children. We believe that all children are unique and bring with them a diverse range of previous experiences and learning which must be acknowledged and built upon. It is vital that parents are valued as children’s first educators and that they are active partners in their child’s school education.

2. Aims

Our EYFS provision is aligned with the broader school policies to ensure a consistent approach, while also prioritising the unique needs of young children in their formative years. However, this EYFS specific policy aims to ensure:

- That children access a broad and balanced curriculum that is rich in possibilities and allows them to access a 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 safe, happy, included and supported through equality of opportunity and anti-discriminatory practice.
- Value and listen to all children resulting in high levels of self-esteem and engagement.
- Teach children how to contribute positively to their own physical and mental well-being and support them in learning how to overcome challenges.

3. Legislation

This policy is based on the requirements set out in the [Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#) that applies from **September 2021**. The framework outlines the legal requirements for the care and education of children from birth to age five and sets the standards for learning, development, and care, including safeguarding and welfare. The framework ensures that early years providers are meeting the statutory requirements for children's development, welfare, and safety.

4. Curriculum

Our early years settings follow 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

Learning and Growing together with God

- 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

5. Planning and Teaching

We provide a rich, play-based curriculum where children explore, develop, and learn through hands-on experiences that are both engaging and purposeful.

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 challenging and enjoyable activities and experiences. Planning and assessment are guided by the Development Matters non-statutory curriculum guidance, which supports practitioners in understanding and meeting the learning and developmental needs of all children.

Our curriculum is flexible, designed to follow children's natural interests while ensuring all areas of learning are covered. The planning is sequential, with a clear yearly overview that allows for responsive adaptations based on children's evolving needs.

Half-termly plans set the learning intentions for the half term and cover all areas of learning.

Read Write Inc. is delivered daily, alongside NCETM maths sessions.

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 1.

Children experience a wide range of activities through outdoor experiential learning sessions, Forest School, PE, PSHE lessons and fortnightly swimming lessons.

6. Assessment and Tapestry App

Assessment is ongoing and integral to the learning process, involving continuous observations and formative assessments to track progress, set next steps, and involve parents in the journey. At St Hilda's Moorland Federation we use ongoing observation and formative assessment to monitor children's development and progress. This is done through a combination of:

Observations: Teachers and staff continually observe the children to assess their progress and development across all seven areas of learning. These observations are used to plan next steps in learning and to ensure that the activities provided are both challenging and enjoyable for every child.

Tapestry App: All observations, photographs, and evidence of learning are recorded digitally using the Tapestry App. The app allows for real-time updates to children's Learning Journeys, making it easy for staff to track and document the children's progress over time. Each child has a dedicated profile, where all recorded observations and reflections are stored. This supports staff in understanding the individual needs, interests, and development of each child, ensuring that learning is both personalised and purposeful.

The Tapestry App also enables parents to actively engage in their child's learning journey. Parents can view, comment on, and share their thoughts regarding the observations recorded. This ongoing communication with parents fosters a strong partnership between home and school, contributing to a holistic approach to a child's development.

Phonics and Other Assessments: In addition to Tapestry, we complete phonics assessments through the Read Write Inc. programme every six weeks to track children's progress in early reading skills. These assessments are also recorded on Tapestry, linking the observations with clear developmental milestones.

Reception Baseline Assessment (RBA): Within the first six weeks of a child starting Reception, we administer the Reception Baseline Assessment (RBA), which is used as a starting point for measuring progress across the EYFS.

EYFS Profile: At the end of the EYFS, staff complete the EYFS profile for each child. The data gathered through Tapestry, alongside other observations, informs this profile, which is shared with parents and reviewed internally for moderation purposes. The profile is based on the 17 Early Learning Goals (ELGs) and indicates whether a child is:

- Meeting expected levels of development
- Not yet reaching expected levels (emerging)

This system ensures that every child's progress is accurately tracked, shared with parents, and used to inform planning for future learning.

Development Matters Trackers: In line with the Development Matters guidance, we use developmental tracking documents which are updated termly. These trackers help staff to monitor children's progress across all areas of learning, identify gaps, and inform planning. They provide a structured overview of each child's stage of development and ensure that teaching is developmentally appropriate and responsive to individual needs.

This system ensures that every child's progress is accurately tracked, shared with parents, and used to inform planning for future learning.

7. 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 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 as well as their class teacher who helps to ensure that their learning and care is tailored to meet their needs.

Parents meetings are held regularly, the first being in the autumn term to discuss how the child has settled and then again in the spring term to discuss progress and achievements.

In the summer term parents receive a written annual report to summarise the child's achievements against the ELGs.

8. Safeguarding and Welfare

Our safeguarding and welfare procedures are outlined in our Federation [Child Protection Policy](#) and [Child Protection Manual](#).

At St Hilda's Moorland Federation, we are committed to ensuring that every child in our EYFS feels safe *and* is safe. Children thrive in our setting because safeguarding is at the heart of our practice, and because our environment is built on strong routines, trusted relationships, and high expectations.

We support children's welfare and safety by:

- Embedding clear boundaries and consistent routines.
- Teaching children how to regulate their emotions, build resilience, and interact positively with others.
- Helping children understand how to respect rules, assess risks, and avoid hazards within a safe and supportive environment.

Our systems and policies fully meet the Statutory Framework for the Early Years Foundation Stage (September 2021). We ensure compliance with the Early Years Welfare Requirements through the following key measures:

Staffing and Supervision

- We meet statutory staff-to-child ratios: 1:8 for children aged 3+, or 1:13 if led by a qualified teacher. Ratios increase for school outings.
- All adults working with or supervising children are subject to appropriate suitability checks.
- Each child is assigned a key person to support their emotional well-being and build strong links with families.

Health, Safety and Medical Needs

- Fresh drinking water is always available.
- We promote healthy lifestyles, prevent the spread of infection, and act swiftly if a child becomes unwell.
- Staff are informed about children's medical needs, allergies, and dietary requirements.

- Medication is administered in line with our whole-school policy.
- A qualified paediatric first aider is available at all times, including off-site visits. First aid boxes are accessible, and all incidents are recorded.
- Risk assessments are routinely carried out and shared with staff.
- Fire and emergency evacuation procedures are clearly displayed and practised regularly.

Behaviour and Learning

- Behaviour is managed consistently and appropriately for each child's stage of development.
- We set high expectations to ensure children can learn and play safely, harmoniously, and respectfully.
- The environment is safe, well-maintained, and equipped to support enjoyable and challenging learning experiences tailored to individual needs.

Communication and Record Keeping

- We maintain all records, policies, and procedures required for the safe and effective management of our setting.
- We provide clear information to parents about our EYFS provision and policies.
- We offer guidance to families on keeping children safe online and promote good oral hygiene as part of our wider safeguarding curriculum.

9. Monitoring and Evaluation

Monitoring is a continuous process of self-reflection and improvement. Through regular observations, feedback, and cross-federation collaboration, we ensure that our practices remain effective and adapt to children's needs. As we are a small federation, monitoring is predominantly in the following forms: many formal and informal conversations, observing lessons and activities in passing, marking and monitoring children's learning journals and assessments, talking to staff, volunteers, governors, parents and children. Additional monitoring is also carried out through:

Early Years Foundation Stage Advisor visits
 Cross-Federation moderation
 Shared Subject Leader Curriculum Project
 Governor Monitoring Visits

10. Equity, Diversity, Inclusion, and Justice in EYFS

At St Hilda's Moorland Federation, we are dedicated to embedding equity, diversity, inclusion, and justice in our EYFS provision. We ensure every child, regardless of background or ability, feels valued, supported, and included in their learning journey.

- **Equity:** We provide equal opportunities for all children, tailoring learning experiences to meet individual needs and ensuring every child can thrive.
- **Diversity:** We celebrate the cultural, social, and linguistic diversity of our children and families. Our curriculum reflects this diversity, helping children see themselves in the learning material and fostering an inclusive environment.
- **Inclusion:** Every child is included in all aspects of school life. We create a safe, welcoming environment where all children feel part of the community and can

participate fully in learning and activities.

- **Justice:** We promote fairness, respect, and the importance of treating everyone with kindness. We address any form of discrimination swiftly and ensure that every child's needs are met in a just and supportive way.

We actively promote equity, diversity, inclusion, and justice by embedding these values into our daily practice. Through a curriculum that reflects and celebrates diversity, and through our interactions, we ensure that every child's individual needs are met and that all children feel respected, valued, and included.