



Together we grow, achieve and become R.I.C.H.E.R everyday

Respect, Inclusion, Care, Honesty, Empathy, Resilience

Hawthorn Tree Primary School

Early Years Foundation Stage

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Control Sheet

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1. Introduction

1.1

The Early Years Foundation Stage (EYFS) is the statutory framework for children from birth to the end of the Reception year. At Hawthorn Tree School, children join Reception in the September before they turn five. In accordance with Department for Education (DfE) guidance, requests for deferred entry for summer-born children are considered carefully and compassionately; however, children are taught within their chronological age group to ensure continuity, equity, and inclusion.

1.2

The EYFS provides the essential foundations for lifelong learning, wellbeing, and success. It supports children's development across seven areas of learning, culminating in the Early Learning Goals (ELGs), which describe the typical attainment for most children by the end of Reception.

1.3

National evidence and baseline assessments indicate declining levels of early development, particularly in:

- Speech, language, and communication
- Personal, social and emotional development (PSED)
- Fine motor control and early writing

In response, Hawthorn Tree School prioritises **early identification, high-quality provision, and targeted intervention**, reflecting the Ofsted Education Inspection Framework (EIF) 2025 expectation that schools close gaps swiftly while maintaining ambition for all learners.

1.4

Strong transition arrangements are underpinned by **respectful and honest partnerships** with feeder settings. Our main feeder pre-school, located adjacent to the school site, works collaboratively with us from the spring term prior to entry. This enables early identification of needs and ensures appropriate provision is in place. The SENDCo works closely with EYFS staff, families and external professionals to secure inclusive, timely support in line with Ofsted's expectation of ambition and belonging for all children.

1.5

Our EYFS provision is guided by the following principles, rooted in our **RICHER values**:

- **Respect** for children's starting points, interests, and identities
- **Inclusive practice** that ensures equality of access and opportunity
- **Care** through a nurturing, safe, and supportive environment
- **Honesty** in assessment, planning, and communication with families
- **Empathy** for children's emotional and developmental needs
- **Resilience** through challenge, encouragement, and high expectations

Provision is further characterised by:

- A curriculum with multiple entry points
- Rich indoor and outdoor learning environments
- Systematic synthetic phonics to support early reading and writing
- Mathematics taught through White Rose Maths to ensure strong progression into Key Stage 1

These principles align securely with the EIF 2025 expectation of a well-sequenced, inclusive, and ambitious early curriculum that secures **strong foundations**.

2. Aims and Objectives

2.1

The EYFS curriculum at Hawthorn Tree School promotes holistic development across all seven statutory areas of learning. Our aims reflect the EIF 2025 focus on **high-quality education, personal development, inclusion, and readiness for the next stage**.

Prime Areas

Communication and Language

Children are supported to listen attentively, understand and respond appropriately, and engage in sustained, meaningful conversations. Early language is prioritised as the foundation of learning and social development.

Personal, Social and Emotional Development (PSED)

Through a relational and restorative approach, children develop self-regulation,

empathy, independence, resilience, and respect for others. Emotional literacy and positive relationships sit at the heart of daily practice.

Physical Development

Provision develops gross and fine motor skills, coordination, strength, and control, supporting independence, wellbeing, and readiness for writing.

Specific Areas

Literacy

Early reading is taught through daily Read Write Inc. phonics, alongside high-quality texts and storytelling. Writing development is a central focus, informed by the **Writing Framework 2025**, with attention to transcription, handwriting, spelling, and composition so children can apply phonics confidently and reduce cognitive load as they progress into Key Stage 1.

Mathematics

Following **White Rose Maths**, children develop strong number sense, spatial awareness, calculation, and problem-solving skills, enabling secure progression.

Understanding the World

Children are encouraged to explore, question, and develop knowledge of people, places, communities, and the natural world.

Expressive Arts and Design

Opportunities support creativity, imagination, self-expression, and confidence through art, music, movement, and role play.

2.2

Our overarching aim is that all children:

- Make strong progress from their starting points
- Achieve a Good Level of Development (GLD) where appropriate
- Transition into Key Stage 1 as **confident, resilient, curious, and independent learners**

3. Statutory Framework and Guidance

This policy is informed by:

- Statutory Framework for the EYFS (DfE, 2024)
- Development Matters (DfE, 2020)

- Equality Act (2010)
- Ofsted Education Inspection Framework (2025)
- Writing Framework (DfE, 2025)
- Safeguarding and health and safety legislation

Provision remains fully compliant with statutory expectations and inspection requirements.

4. Curriculum: Intent, Implementation and Impact

Intent

Our EYFS curriculum is ambitious, inclusive, and responsive to community needs. It is designed to:

- Secure strong foundations for future learning
- Address developmental gaps early
- Foster resilience, curiosity, and independence
- Promote belonging and emotional wellbeing

Implementation

Learning is delivered through:

- Daily systematic phonics (Read Write Inc.)
- Structured mathematics (White Rose Maths)
- Vocabulary-rich, language-focused teaching
- Writing opportunities aligned with the Writing Framework 2025
- Carefully planned indoor and outdoor provision
- Ongoing assessment that informs next steps
- Strong, respectful partnerships with families

Staff use research-informed practice, high-quality interactions, and sustained shared thinking to extend learning.

Impact

As a result:

- Children make strong progress from their starting points
- Needs are identified early and addressed effectively

- Most children achieve the ELGs and GLD
- Children leave Reception confident, resilient, and well-prepared for Key Stage 1

5–13 Summary Statements

- **Teaching and Learning:** High-quality interactions, balanced provision, and professional development underpin effective practice.
- **Role of Play:** Play is central to learning, supporting creativity, resilience, and social development.
- **Inclusion and Equal Opportunities:** Early identification, personalised provision, and appropriate challenge ensure equity for all learners.
- **Assessment:** Robust, ongoing assessment informs planning and supports progress.
- **Parents as Partners:** Families are valued as co-educators through honest, open communication.
- **Learning Environment:** Calm, stimulating spaces promote independence and curiosity.
- **Safeguarding:** Embedded, proactive safeguarding ensures children's safety and wellbeing.
- **Monitoring and Review:** Leaders regularly evaluate provision to maintain high standards and continuous improvement.
- **Equality:** Reasonable adjustments ensure all children participate fully and succeed.