



Policy: Early Years Foundation Stage

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Person responsible for policy: Stephen Dean, Chief Executive Officer

Authorised by: Board of Trustees

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This Policy applies to all schools within the Primary QuEST Multi-Academy Trust. Primary QuEST is a Church of England Trust which seeks to ensure all pupils flourish, together in a supportive and caring environment.

Flourishing Together Through LIFE

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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

2. Legislation

This policy is based on requirements set out in the [2025 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

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

3. Structure of the EYFS

There are ten EYFS classes across the Primary QuEST Multi-Academy Trust

The admission numbers are:

- Ann Cam up to 15 Reception pupils
- Bromesberrow St Mary's up to 8 pupils
- Grettton Primary School up to 15 pupils
- Hartpury up to 15 Reception pupils
- Highnam up to 30 Reception pupils
- Oak Hill up to 12 Reception pupils
- Redmarley up to 15 Reception pupils
- Staunton and Corse up to 18 Reception pupils
- Tibberton up to 15 Reception pupils

Each setting has good links with local nurseries. Some are actually on the school site and others are located nearby. Hope Brook and Redmarley have pre-school pupils in class 1 with the Reception aged pupils.

Each setting is responsible for ensuring an EYFS policy is up to date and the over-arching principles of this policy are enacted.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2025 statutory framework of the EYFS.

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

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 are expected to focus strongly on the 3 prime areas.

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.

Staff carefully set up their learning environments to ensure they are conducive for learning (Primary QuEST Learning Environment Policy).

4.2 Teaching

Each area of learning and development is implemented through planned, 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.

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. This transition is carefully managed in each setting.

5. Assessment

At Primary QuEST, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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
- Exceeding expected levels 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 and carers

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
Learning Environment Policy	See learning environment policy

Appendix 2. Biblical underpinning for Church of England schools

“And the child’s father and mother were amazed about what was being said about him. Then Simeon blessed them...” Luke 2. 33,34a

In the first year of school there is a liminal period as parents let go of their child into the hands of the EYFS team. The school is assessing information about the child from family and from the child’s preschool group. They are assessing the child’s language skills and the child’s personal, physical, social, emotional development. All of this growth in the child’s life is a source of educational wonderment. The school is delighted for child starting life as a pupil in their school; and the parents are blessed by the reports from the EYFS teacher of the child’s achievements in school. The PQ Multi-Academy Trust are aware of the trust and the responsibility the school holds, and the importance of giving each child a really good start.