



The Golden Thread Alliance

Early Year Foundation Stage (EYFS) Policy

Date Reviewed	<i>Autumn 2025</i>
Next Review Date	<i>Autumn 2026</i>

This policy has been adopted by all schools within The Golden Thread Alliance



As united as we are different.

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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
- A close working partnership between colleagues and 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 [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

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

3. Structure of the EYFS

Culverstone Green Primary School

The Early Years and Foundation Stage at Culverstone Green Primary School comprises of one reception class with a class teacher and a teaching assistant and has capacity for thirty pupils.

Fleetdown Primary Academy

The Early Years and Foundation Stage at Fleetdown Primary Academy comprises of three Reception classes and is led by the Early Years Lead who is a member of the Senior Leadership Team. Each class has a class teacher and a teaching assistant and has capacity for thirty pupils, therefore 90 pupils across Reception.

Meopham Community Academy

The Early Years and Foundation Stage at Meopham Community Academy comprises of Nursery and Reception classes and is led by the Leader of Learning for Early Years who is a member of the Senior Leadership Team.

The Nursery has a Nursery Manager who is supported by other Early Years trained staff members and offers 34 places per session, term time only, with the following pattern of delivery:

- 30 hours: Monday to Friday (8.30am–3.30pm)
- 15 hours: Monday and Tuesday (8.30am–3.30pm) and Wednesday (8.30am–11.30am)
- 15 hours: Wednesday (12.30pm–3.30pm) and Thursday and Friday (8.30am–3.30pm)
- All children are offered an optional, paid-for lunch hour 11.30am–12.30pm.

Reception comprises of two classes. Each class has a class teacher and a teaching assistant and has capacity for thirty pupils, therefore sixty pupils across Reception.

Oakfield Primary Academy

The Early Years and Foundation Stage at Oakfield Primary Academy comprises of Nursery and three Reception classes and is led by the Early Years leaders and Nursery manager who reports to the senior leadership team.

Oakfield Primary Academy Nursery is a sessional, term time only (open for 38 weeks a year) provision. The Nursery team consists of Early Years trained colleagues and offers 70 places, term time only, with the following pattern of delivery:

- Morning Session: 8:30am–11:30am (3 hours) Monday to Friday
- Afternoon Session: 12:30pm–3:45pm (3 hrs 15 min) Monday, Tuesday, Wednesday and Friday and 12.30pm–2.30pm on a Thursday (2 hours)
- 30 hours: Monday, Tuesday, Wednesday and Friday 8.30am – 3.45pm. Thursday 8.30am – 2.30pm.

All children are offered an optional, paid-for lunch hour 11.30am–12.30pm.

Reception comprises of three classes. Each class has a class teacher and a teaching assistant and has capacity for thirty pupils, therefore ninety pupils across Reception.

The Riverview Academy

The Early Years Foundation Stage at The Riverview Academy comprises of four Reception classes and is led by the Assistant Headteacher for Early Years who is a member of the Senior Leadership Team.

Each of the four classes has a class teacher and a teaching assistant and has capacity for thirty pupils, therefore one hundred and twenty pupils across Reception.

Temple Hill Primary Academy

The Early Years and Foundation Stage at Temple Hill Primary Academy comprises of Nursery and four Reception classes and is led by the Early Years leader.

The Nursery is term time only and runs from 8:30am-3:30pm Monday-Friday for children aged three and four. There are 104 places available, and the Nursery runs the following patterns of delivery:

- AM session – 8:30-11:30am (3hrs) Monday to Friday
- PM session – 12:30-3:30pm (3hrs) Monday to Friday
- 30hr session – free childcare for eligible 3 and 4 year olds with working parents (subject to availability)

The Early Years and Foundation Stage at Temple Hill Primary Academy comprises of Nursery and three Reception classes and is led by the Early Years leader.

Reception comprises of three classes. Each class has a class teacher and a teaching assistant and has capacity for thirty pupils, therefore 90 pupils across Reception.

West Hill Primary Academy

The Early Years and Foundation Stage at West Hill Primary Academy comprises of three Reception classes and is led by the Assistant Headteacher for EYFS and KS1 who is a member of the Senior Leadership Team. Each class has a class teacher and a teaching assistant and has capacity for twenty-five pupils, therefore 75 pupils across Reception.

Wrotham Road Primary School

The Early Years and Foundation Stage at Wrotham Road Primary School comprises of Nursery and Reception classes. In the Early Years and Foundation Stage, each classroom has a teacher and TA and is overseen by the Phase Leader who is also a member of the Leadership Team.

The Nursery classes are split between morning and afternoon sessions in a single classroom. All children must be at least three years old. Our nursery has 40 places, 20 for each session, morning and afternoon. Nursery hours are 8.45am-11.45am for children attending the morning sessions and 12.45-3.45pm for children attending the afternoon sessions.

Reception comprises of two classes. Each class has a class teacher and a teaching assistant and has capacity for thirty pupils, therefore sixty pupils across Reception.

4. Curriculum

Our early years settings follow the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Three 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

Our colleagues plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, colleagues working with the youngest children are expected to focus strongly on the three prime areas.

Colleagues 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, colleagues consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, colleagues reflect on the different ways that children learn and include these in their practice.

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. Colleagues 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 longer adult-led activities to help children prepare for the next stage of their learning within school.

5. Assessment

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

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

Within the first six weeks that a child **starts reception**, colleagues will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, colleagues 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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents or carers. The results of the profile are shared with parents or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other schools within The Golden Thread Alliance, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

At The Golden Thread Alliance, we recognise that children learn and develop well when there's a strong partnership between colleagues and parents or carers.

Parents or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents 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. Within Reception classes, this is usually the Class Teacher. They support parents or carers in guiding their child's development at home. They may also help families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults who care for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory colleague:child ratios are maintained in our settings to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 colleague for every 5 children
- For children aged 3 and over, we have at least 1 colleague for every 13 children
- For reception classes in maintained schools and academies, we comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least one person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every three years as required.

We promote good oral health, as well as good health in general, in the early years by, for example, talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's Child Protection and 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 Safeguarding-and-Child-Protection-Policy-rev-3.pdf
Administering medicines policy	See supporting pupils with medical conditions policy Supporting-Pupils-with-Medical-Conditions-Policy.pdf And first aid policy Microsoft Word – First Aid and Medicines Policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy Safeguarding-and-Child-Protection-Policy-rev-3.pdf
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy Safeguarding-and-Child-Protection-Policy-rev-3.pdf
Procedure for dealing with concerns and complaints	See complaints policy Complaints-Procedure-1.pdf



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As united as we are different.