



# **Hamsey Green Primary School**

## **Early Years Foundation Stage (EYFS) Policy**

Policy updated September 2023 by K Jordan (EYFS Lead)

Date to be reviewed September 2024

## What is the EYFS?

The early years foundation stage (EYFS) covers the education of children aged 0-5. Our Nursery admits pupils from the age of 2 years.

The [statutory framework for the early years foundation stage](#) sets the standards for the learning, development, and care of children from birth to 5 years. Guidance within the EYFS framework ensures that our early years leaders, early years practitioners, teachers and teaching assistants, can effectively support and nurture the learning and development of children in their setting, from our pupils aged two to five years of age.

Play and more importantly, learning through play, is an essential part of the early years foundation stage. As children move into the reception year, a greater emphasis is placed on learning skills that will support and prepare children for the learning expectations in year one.

Our practitioners working in Reception follow the statutory framework for the early years foundation stage. In addition, our practitioners also find the [Development Matters EYFS Guidance Document](#) helpful. Although this is non-statutory, this document contains lots of information about the different stages of development and gives examples of how practitioners can support EYFS children with their learning.

### [The four principles of the EYFS are:](#)

1. Every child is a **unique child**, who is constantly learning and can be **resilient, capable, confident** and **self-assured**. We aim to develop all of these skills as well as our whole school values of being Aspirational, Collaborative, Optimistic, Resilient and Nurturing.
2. Children learn to be strong and independent through **positive relationships**. EYFS staff work hard to develop good relationships with both children and their families.
3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers. We make use of classrooms, the outdoor area, our “Forest School” areas and the School’s extensive grounds to provide rich, exciting learning opportunities for all children.
4. Children embrace **learning and development** in different ways and at different rates. Regular formal assessments along with ongoing observations are used to ensure that all children are being challenged in their learning and making good or better progress.

### At Hamsey Green we aim to:

- Provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to achieve his or her full potential.
- Value and treat each child as an individual, celebrating their different qualities and achievements and helping each child to develop and progress.
- Plan learning opportunities and teaching based on the knowledge that children all develop at different rates.
- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of each child, including those with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that fully prepares children for Key Stage 1 and beyond.
- Develop independence and self-confidence.
- Work closely with parents; valuing their contributions, sharing information about their child's progress and providing information about ways to support their child's learning at home.
- Ensure children are challenged, developing a love of learning and a confident and positive attitude to school.

### Early Years Foundation Stage framework

Our curriculum is comprised of seven Areas of Learning.  
There are three **Prime** areas:

- Communication and language
- Physical development
- Personal, social and emotional development.

In addition there are four **Specific** areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### Planning

When planning and guiding children's learning and activities, we refer to the "Characteristics of Effective Learning". These characteristics describe factors which play a role in a child's learning and which underpin all seven areas of learning and development.

They comprise of:

- Playing and exploring
- Active learning
- Creating and thinking critically.

The Nursery staff base their planning around the children's interests, using topics that cover all seven Areas of Learning. Observations are used to gather information to guide and plan next steps for each child.

The Reception team meet weekly to evaluate activities and share assessments and observations. This information is then used to plan the learning for the following week. Learning is planned around a different topic each half term, focussing on what skills we want the children to develop.

### [Assessment and Record Keeping](#)

Ongoing assessment is essential and is carried out by all members of EYs staff. **In Nursery** baseline assessments are carried out during the first half term on all Prime areas. All children will have statutory check at 2 years old.

**In Reception**, observations are carried out across all Areas of Learning as well as more formal assessments which then provide the necessary "baseline data" which is recorded and analysed by the end of September. Assessments and observations then continue throughout the year and are used to inform planning and monitor children's progress. Using the Early Years Foundation School Profile (2023) we track individual's progress, sharing and analysing the information in regular Pupil Progress meetings with the Senior Leadership Team.

In addition, we complete the statutory government "Reception Baseline Assessment" (RBA) within the first 6 weeks, which is a short activity-based assessment of pupils' early mathematics, literacy, communication and language skills. This information will then be used to measure how well school support pupils' progress between Reception & Year 6.

Formal individual meetings are held in the autumn and spring terms to inform parents of progress, and then parents receive a full written report in the Summer Term.

### [Admissions & Induction](#)

#### [See School's Admissions Policy](#)

**In Nursery**, parents and children are invited to a "Stay and Play" session before they start, followed by a staggered enrolment process. Nursery staff will liaise with parents and all Primary settings sharing children's learning journeys for September.

**In Reception** in the summer term we visit/speak to the pre-schools gathering important information on each child. In addition, we also receive written reports and information from most of the pre-school settings.

In July, the children are invited to visit their new classes. We run an evening meeting for the parents with information about what to expect and how to help to prepare their child for school.

We offer home visits before the children start, which are a valuable source of information for us, as well as an opportunity for parents and children to ask any questions.

In September, we operate a staggered start, so that children can settle quickly and happily.

- During the first week, children will attend for three morning sessions, to enable them to get to know a small group of children, and to give staff time to spend with each individual child.
- During the second week, all children will attend for the morning session and lunch only.
- From the third week and thereafter, children will attend for the full school day, unless EYFS staff and parents agree that it is not in the best interests of an individual child. Arrangements for individuals would then be discussed on a case by case basis, to ensure that children happily settle as quickly as possible.

## Provision in Nursery

Children learn through play. Nursery has a flexible daily routine with carefully planned opportunities for both indoor and outdoor learning. The curriculum is planned and led by the children's interests and needs.

## Structure of the Reception Day

After the initial settling in period, we aim to quickly instil a regular day-to-day routine so that children feel safe, secure and happy. Reading, writing and maths are given direct teaching time every day. Activities and play opportunities are planned to give children the time to practise and consolidate their skills. We provide a balance of whole class teaching, small group teaching, partner work and play. Snack and lunch times are also used as opportunities to develop Prime skills, working for example on speaking and listening, social and fine motor skills. When not working directly with an adult, children are encouraged to attempt a range of different adult and self-initiated activities, covering all aspects of the curriculum. This enables them to develop other skills such as problem-solving, perseverance and turn taking.

Doors open 8.30  
Registration- 8:50am  
Phonics -8.55am-9.15am  
Adult-led & Independent Learning activities -9:20am-10.30am  
Snacktime/story -10.30am-10:50am  
Adult-led & Independent Learning activities -10.50am- 11.30am  
Story/Rhyme time- 11.30am-11:40am  
Lunch Time- 12:00- 1:00pm  
Registration- 1:00pm  
Number 1:10pm – 1:20pm  
Adult-led & Independent Learning activities -1:20pm- 2:20pm  
Tidy-up Time 2.20pm -2:30pm  
Story Time 2.30pm -2.45pm  
Home Time -2.50pm

### Home and School links

Positive relationships are vital to young children's success, and so we work hard to develop good relationships between school and parents/families.

**In Nursery**, children will have a named Keyworker who is responsible for liaising directly with parents. For children who are doing extended days, staff use a two-way Communication Book to ensure information is shared daily. Staff will offer a drop-in session for parents to come in to Nursery for an informal chat about their child's progress and to be shown around by their child.

Home learning packs will be available for parents to take home and share with their child to help develop play skills and engagement.

**In Reception**, we will provide an information meeting, early in the first term, introducing the Early Years Curriculum. We will hold one parent consultation in the first term to establish how a child is settling into the school environment, and then a second meeting in the spring term to discuss progress. In addition, we provide information about each half-term's topics, and use Class Dojo to inform parents weekly with information about some of the things we will be learning, as well as sharing resources to use at home.

### **Nursery & Reception**

We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. In addition, if Foundation staff have concerns about the progress of a child, we will immediately approach parents and carers to discuss them.

We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to offer support at home. As

part of the Early Years Framework, we require parental contributions to build up the picture of the whole child and their progress. Therefore, we ask for information from home, which can be linked to topics in school, or recorded on “Proud Clouds”/”Wow Moments” sent home each term for parents to complete.

Nursery use Tapestry to share learning experiences and observations with parents and at the end of each half term, we invite parents to come in to school for their child to show them the learning and displays.

## Behaviour

We follow the school’s behaviour policy. We follow the school’s rules of “Kind words, Kind actions”, discussing what this means.

### **In Reception**

Children are rewarded for kind, helpful behaviour, hard work, perseverance, teamwork and trying hard which earns them Dojos.

Children are regularly reminded of the rules and expectations. If necessary, they are given a “warning” about their behaviour, but if they choose to continue, their photo card is put on to the “sad cloud” and they may need to have “time out” to calm down.

We promote the school’s values of A.C.O.R.N. (Aspirational, Collaborative, Optimistic, Resilient and Nurturing), discussing the meaning of the words and what this looks like in Early Years. Individuals are then nominated for a Values certificate, awarded when they have demonstrated one (or more) of our school values.

## Inclusion

[See School’s Inclusion Policy](#)

## Health & Safety and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2020) and our school Safeguarding Policy.

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with Hamsey Green’s Safeguarding Policy. Members of staff do, however, use school cameras/tablets to take photographs as evidence to support the regular observation assessment cycle in the EYFS, in children’s portfolios, on Tapestry (for Nursery), in class displays and on the school website. All parents are asked to state if they give permission for their

child's image to be used on the Photographic Consent form included in their initial starter packs.

We take all accidents seriously and always log and phone home immediately if a child bangs his/her head. The child is also fitted with a dated wristband to inform parents. Details of other minor accidents/injuries and the first aid treatment administered are recorded and parents notified.

We follow the Hamsey Green policy and procedures for child protection (see separate policy). Mrs Trudy Nicholson is Designated Safeguarding Lead officer based in the Nursery, Mrs Karen Jordan, Assistant Head & EYFS Lead is a Deputy Safeguarding Lead Officer based in EYFS and all concerns are discussed with them. We believe that safeguarding and promoting the welfare of children is everyone's responsibility. Every member of staff who comes into contact with children and their families has a role to play in safeguarding children. We will ensure that all children are safeguarded by actively encouraging members of staff to maintain a culture of vigilance and work together proactively with children and families who may need help. All our staff undergo the required safeguarding training which is regularly updated, and all staff are confident with the procedures for reporting concerns. Volunteers and visitors are made aware of our policies and procedures and all of the necessary checks are carried out on any adults working with our children.

We have separate policies for medicine in school and off-site visits.

### Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. Therefore, we require parents to complete a consent form, when the child starts school, in order for staff to assist with intimate care.

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