



# **Hadley Wood Primary School Early Years Foundation Stage Policy**

<b>Date the policy came into effect</b>	<b>September 2020</b>
<b>Date of the next policy review</b>	<b>September 2022</b>
<b>Name of the person responsible for this policy</b>	<b>Fran Worby</b>
<b>Issued to</b>	<b>Staff, governors and parents</b>
<b>Date of issue</b>	<b>September 2020</b>

## Early Years Foundation Stage Policy

### Rationale

The staff and governors of Hadley Wood Primary School believe that the youngest pupils in our care should be encouraged to develop their skills and abilities; emotionally, socially and intellectually in a safe and happy environment in which they can thrive. This is facilitated by a strong parent/school partnership as well as effective nurturing; embracing values and personalised planning and teaching to make learning challenging, engaging and enable pupils to reach their full potential.

We are an inclusive school and seek to promote social inclusion, irrespective of faith, nationality, sexual orientation, gender identity or gender expression. We recognise and value that each child is a unique individual and we aim to provide support in a sensitive, caring manner to achieve personalised outcomes.

This policy details principles and arrangements for pupils entering school into the Reception class, the final year of The Foundation Stage.

### Aims

- For all pupils to be happy to attend school, to feel confident and be emotionally and socially secure.
- For all pupils to access all seven areas of the Foundation Stage curriculum, using play as a vehicle for learning, via both the inside and outside classrooms.
- For the interests and needs of all pupils to be identified and provided for.
- For all pupils to be assessed and tracked against the Foundation Stage Profile through a range of observations, using the characteristics of effective learning via lessons, activities, child-initiated play and practitioners' knowledge.
- For all pupils' parents to be informed of their child's progress and encouraged to support and participate in their child's education.
- We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)
- Every pupil is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong, independent and understand British Values through **positive relationships**.
- 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.
- For practitioners to be reflective and modify the curriculum accordingly, as **children develop and learn in different ways and at different rates**

### Transition

Transition begins in the summer term prior to starting school in September. It is comprised of a series of opportunities for staff to meet parents and new pupils, including;

- 'Stay and Play' afternoons, accompanied by parents, in the summer term prior to starting school.
- Welcome meeting for parents in the summer term.
- Home visit by the Reception teacher and teaching assistant to meet with the pupil and parents in the home setting.
- Children start school on a part-time basis for several weeks gradually being introduced to the routines of school.

- In the final term of Reception, the children begin transition for entering Year 1 and preparing to access the National Curriculum.

### **Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Children are provided with a range of rich, meaningful, first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes and values towards learning, confidence, communication and physical development. We support parents to engage with their child's learning journey at school and at home.

We embrace the guidance of the EYFS Bold Beginnings document: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/663560/28933\\_ofsted\\_-\\_early\\_years\\_curriculum\\_report\\_-\\_accessible.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/663560/28933_ofsted_-_early_years_curriculum_report_-_accessible.pdf)

### **Characteristics of Effective Learning**

In addition to planning and supporting children's progress against the Early Learning Goals, practitioners reflect on the different ways that children learn to inform provision and planning.

The three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **Provision**

We believe that every child is unique and that every child matters. We endeavour to give all pupils the opportunity to do their best and via a system of observation and assessment the needs of each child are identified. Routines are then incorporated into the planning to enable the children to continue to make progress against the Early Learning Goals that comprise the Foundation Stage Profile. Personalised, objective-led activities are planned to meet the specific learning needs of individual or groups of children. These are flexible and reflect the needs of the cohort of children e.g. activities for; speech, fine motor skills, confidence building, phonics, reading, numeracy, etc.

In addition to taking part in adult-led activities, the Foundation Stage children can free flow between the inside and outside classrooms which provide an environment that is stimulating, vibrant, colourful and inviting with challenges to develop a child's motivation, curiosity and independent learning.

## **Assessment**

Assessment for the Foundation Stage children begins the term before they start school. Pre-school nurseries and playgroups send copies of their end of year reports of those children who will start at Hadley Wood School the following September. Visits are made to some settings, usually where there is a child with an identified need or when there is a large group of children transferring. This enables a smoother transition and supports children's settling at Hadley Wood School.

Assessment in the Foundation Stage is ongoing, and the home visit forms a valuable part of the process. During September, when the children start school, a range of assessments allow each child's abilities to be recorded using a baseline, from which progress is tracked and monitored. Attainment is then recorded regularly and progress meetings take place between the Headteacher, Inclusion Manager and Class Teacher to monitor individual progress is measured from the baseline data.

Children are assessed through a variety of formats, which all adults in the setting contribute towards. These formats include:

- Learning stories
- Snapshot observations
- Photographs
- Activity observations
- Work assessments
- Parental observations

The evidence for achievement and assessment is collated through:

- 'Evidence Me' assessment app which contains work samples and significant learning experiences in all areas of learning
- A 'Literacy' book recording adult led activities
- A 'Maths' book recording adult led activities

Using this evidence, children's progress is regularly assessed against the 17 Early Learning Goals and Characteristics of Effective Learning.

## **Parent/School Partnership**

We believe that all parents/carers have an important role to play in the education of their child. We recognise that a strong partnership is beneficial to all parties, so the school organises a variety of opportunities to meet with parents to assist with supporting their child's learning and development, including:

- Welcome Meeting in the summer term
- Home visit
- Curriculum Meeting in the autumn term
- Parent consultations
- Parent workshops for supporting their child with reading, writing and early number
- Open door policy for meeting parents
- End of the school day discussions

This document highlights concisely the systems of The Foundation Stage at Hadley Wood School, which reflect all current Early Years documents published by DfES.

This policy document should be read in conjunction with the policy documents for:

- Equalities
- SEND Information Report
- Learning and Teaching
- Health and Safety
- Food Policy

Policy review: September 2022