



Hadley Wood Primary School Early Years Foundation Stage Policy

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Name of the person responsible for this policy	Fran Worby
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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/974907/EYFS_framework_-_March_2021.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 first week of September prior to the children 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.

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.

Classroom Organisation and Resources

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities.

The Reception classroom provides the following areas:

- Small world tray for retelling stories
- Role play area (inside the classroom which is changed regularly to reflect the current topic)
- Home role play area (in the outdoor classroom which remains in place all year round)
- Large and small construction
- Sand and water
- Book corner with a range of fiction and non-fiction books
- Writing table with a range of writing resources
- Messy area with access to a choice of natural and man-made resources
- Table top and small world toys
- Interactive whiteboard
- Painting and creative equipment
- Maths games and equipment
- Outside classroom – a safe, fenced area including a role-play house, sand pit, outdoor chalkboard, planting equipment and areas, water tray and outside toys.

The Reception class also make full use of the outside KS1 playground area, school field, and the on-site Forest Schools area three afternoons per week to access a larger outdoor provision site.

Use of Whole School Resources

- The Reception class use the hall for dance, drama, Physical Education and assemblies
- Use of outside field, playground and adventure playground
- One Forest School session per term. However, the Forest School area can be accessed more regularly by the Reception team
- The kitchen for a range of cooking activities
- Use of the Media Suite on a weekly basis
- Range of musical instruments can be accessed via the music room
- KS1 library

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 termly 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

Parents/carers are the child's first and most enduring educators. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by organising a variety of opportunities to meet with parents to assist with supporting their child's learning and development, including:

- Outlining how the EYFS is being delivered to Parents/carers during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home and how they can access more information
- Home visits will take place before each child starts school to enable the Reception team to meet with parents on a 1:1 basis
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and also to view children's work
- Sharing progress at school through the use of Evidence Me. Parental engagement workshops are set up to introduce parents to this early in the second half of the autumn term

- In the autumn term and spring term, there will be a series of parent consultation meeting to discuss each child's progress with parents and identify individual next steps
- Providing an interim Evidence Me report at the end of the autumn term and an annual written report to parents/carers in April summarising the child's progress against the early learning goals and EYFS assessment scales to date.
- A further Evidence Me report will be shared with parents in July at the end of the academic year.
- All parents will be invited to join the Friends of Hadley Wood Association, which exists to facilitate social occasions so that families can get to know one another and feel part of the school, to raise money to provide extras that enhance the education of all children in school and to contribute to the ethos of the school by providing support for staff e.g. on special occasions by organising refreshments and making new-comers feel welcome
- Any concerns over special needs will be discussed with parents and the Special Needs Co-ordinator (SENCO) for the school

Language and Literacy Supporting the Reception Child

- Early in the first half term at school, children will begin to bring home a RWI book so that parents/carers can support their child with the sounds he/she has learnt at school. This will be explained in detail at the RWI parent workshop, held early in the autumn term.
- The first books that children bring home to share with parents/carers will be picture books and then books with simple repetitive text and rhymes.
- During the year, each child will take home independent reading books that have been shared at school.
- Each child may also take home a range of reading games or activities that involve matching sounds and pictures; making, reading and writing simple words that can be practised at home.

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

Policy review: September 2023