

Stocks Green Primary School

Learning to Live , Living to Learn

Early Years

Foundation Stage

Early Years Foundation Stage Policy

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Governor committee	S&C

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1. Our vision

At Stocks Green Primary School, we believe that by providing positive first experiences of school will enable children to develop a lifelong love of learning. We strive to ensure that all children feel happy, safe and secure so that they can explore, play and learn in our school environment. Our curriculum is designed to ensure that all children make good or outstanding progress from their individual starting points, regardless of background or individual needs. We aim to work in partnership with parents to develop enthusiastic, independent learners who thrive in an enabling environment with caring and knowledgeable staff who facilitate their learning and progress. The children are supported to develop resilience, take risks and to have high expectations. We stimulate their natural curiosity and help them to build positive relationships which will support their learning throughout the school.

Aims for this policy

- That children access a broad and balanced curriculum that develop effective characteristics of learning and gives them the 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.
- To ensure a close partnership between practitioners and parents and carers.
- Every child is included, valued and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the [2024 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). Its four guiding principles shape all our practice in the early years. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.18). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

3. Structure of the EYFS

At Stocks Green Primary School, we have one Reception class supported by a teacher and two part time teaching assistants. We strive to make the transition between nursery and Reception as smooth as possible (see 'Effective Transitions').

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2024 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are inter-connected. At Stocks Green, we strongly believe the children should learn through their play to develop all these 7 curriculum areas. Three of the curriculum 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 to 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

There are 17 Early Learning Goals within these 7 areas which young children aim to acquire by the time they reach the age of five. Alongside these 7 curriculum areas, we aim to support children in developing the characteristics of effective learning. These skills support the children in becoming lifelong learners and include:

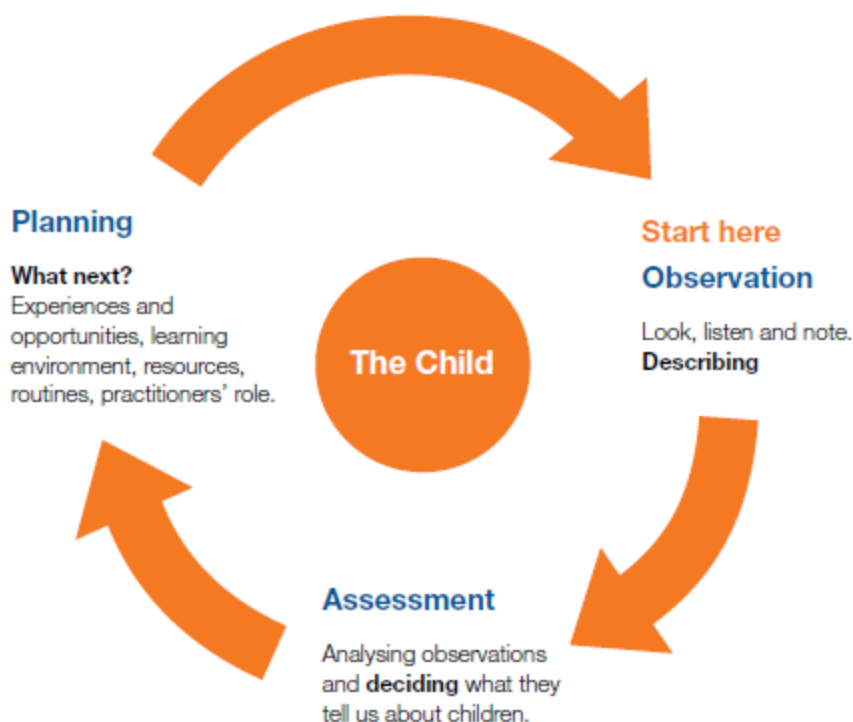
- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links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

4.1 Planning

Our indoor and outdoor learning environments are carefully established to be stimulating and varied. We aim to offer high-quality continuous provision, carefully set up based on our ongoing assessments to develop the children's high-level learning. Each week we evaluate the continuous provision and may plan enhancements or changes based on our own assessments, the children's interests or to encourage a particular skill or area of learning. Our environment promotes independence as the children tackle their learning through play by our continuous provision.

We flexibly plan activities and experiences for children that enable them to develop and learn effectively. We will follow the children's interests and plan broad topics but will plan in the moment to ensure the children are highly engaged in their learning. The topics may provide learning provocations, real-life experiences or rich texts to inspire/challenge the children; however, the children are also free to follow their individual interests during child-initiated play.

Any adult-directed planning is delivered in short, fun and active sessions. All planning is shared with all teaching staff, including teachers and teaching assistants, to ensure consistency and to allow the application of concepts during play. Planning includes differentiation to support and extend children as well as targeted support for specific children, such as Pupil Premium children or children who have a special educational need. Where specialist support is required, we work closely with relevant services from other agencies.



4.2 Teaching

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

Play underpins all development and learning for young children. It is through play that they develop intellectually, creatively, physically, socially and emotionally. Through their play children learn at their highest level, because they are enjoying what they are doing and are in control of their learning. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Children have a long sustained period of child-initiated play in the morning and afternoon. During their child-initiated learning, the children can free flow between both the indoor classroom and outdoor area. When a child has chosen their area to work in, they are far more engaged in the activity and deeper learning takes place. Practitioners then work alongside the children to observe, challenge or support their learning as appropriate. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

Any adult-directed learning takes place in short, active carpet sessions or in small groups over a week, allowing us to focus directly on the children's next steps, their individual needs/interests and stage of development whilst also minimising disruption to child-initiated play. The children have a daily phonics lesson for up to 15 minutes, where we follow the Sounds Write programme.

Many children choose to take their learning outdoors. We provide opportunities for this throughout the day as the children can free flow between the indoor and outdoor learning environments. This is also complemented by weekly shared EYFS and KS1 Forest School sessions and by the children's use of all the outside learning environments in the school.

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.

5. Assessment

At Stocks Green, ongoing assessment is an integral part of the learning and development process. Baseline data is collated on entry during the first six weeks using the Reception Baseline Assessment but also through observation and directed activities, alongside pre-school records, and recorded in the class profile. Throughout the year, the children are continually observed and assessed against Development

Matters. At the end of each term, the class teacher will record progress and upload age and stage data onto Arbor.

Children are observed throughout the day in a range of contexts and observation is our main form of assessment. Staff observe pupils to identify their level of achievement, interests and next steps. These observations are used to shape future planning and will go into the children's individual Learning Journals. We use note taking and the online learning journal 'Tapestry' to record child-initiated learning. Tapestry allows the adults to take photographs and videos which are then annotated to record the significant learning that has taken place. The comments may be made by the adult observing or the child themselves. The class teacher may use these observations to record the areas of learning that this observation is evidence towards. The adult, either class teacher or TA, may also record the process of learning that has taken place using the Characteristics of Effective Learning and the level of well-being and involvement using the Leuven Scales. Evidence of the children's learning will come from a range of sources including the teacher, parents, the child, teaching assistants, mid-day supervisors and other adults in school.

The children's learning during adult-directed activities may also be recorded on group assessment sheets during or after an adult has been working with a child in a group or via Tapestry. These specifically relate to the learning objective for that group activity.

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 or,
- Not yet reaching expected levels ('emerging')

This data is reported to the head teacher and senior management team and this data is submitted to the Local Authority and then uploaded onto the School Assessment system Arbor. The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and carers. To develop this communication between home and school we:

- Offer a welcome meeting to Reception parents and carers to meet with staff to discuss school routines, expectations and to answer any questions.
- Invite parents and carers and children for two story sessions and one taster session before starting school.
- Arrange a meeting between the teacher and teaching assistant with parents and pupils in class prior to them starting school.
- Operate an open door policy for parents and carers with any queries or concerns. Conversely, if foundation staff have concerns about the progress of

a child, they will immediately approach parents and carers to discuss them. Parents can also contact the teachers through the class email address, the school office or the children's Contact Books and arrange appointments that are convenient to them.

- Invite parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Hold termly 'Stay and Play Sessions' to encourage Parents as Partners where parents and carers can come into class and play alongside their children.
- Share regular work and photographs via the Reception Class Page on the website.
- Give curriculum updates and reminders through a weekly class newsletter.
- Offer two parent/teacher consultation meetings per year at which each child's progress is discussed.
- Send a written report on their child's attainment and progress at the end of their time in Reception, including their child's results in each area of learning.
- Invite parents to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.
- Offer opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers.

7. Effective transitions

We work hard to ensure an effective transition between Pre-School and Reception by:

- Teacher attends the local Early Years Network Meeting to meet with local preschools and the Specialist Teaching Service
- Building relationships with other pre-school settings, through transition visits (from teacher or SENCO if appropriate). This allows nurseries to inform staff of each child's needs and development prior to them starting school.
- Running two story sessions for parent and carers, and their child, in the school setting and one taster session for their child in class.
- Arranging school visits before the children start school.
- Staggered start dates and morning sessions initially.
- Ensuring every child has a year 6 buddy that they meet when they start school. The year 6 children visit them when they start school, help them on the playground and sit with them during lunchtimes.

The transition between Reception and Year 1 is another key transition for the children and we support them with this by:

- Arranging informal visits to the Year 1 area in the summer term
- Having a similar timetable to Reception in Year 1 for the first half-term,
- Arranging for members of EYFS teaching team to support Year 1 children at the start of the day for the first few weeks.
- Ensuring strong communication between EYFS and Year 1 – teachers observe and moderate together.
- Planning 'challenges' in Reception and year 1 continuous provision to encourage the children to develop or refine skills and techniques, to try activities that they wouldn't normally engage with and to stretch their learning.
- Any continuous provision areas in year 1 are linked to EYFS data.

8. Safeguarding and welfare procedures

Every member of staff is fully trained in safeguarding children and child protection. Our safeguarding and welfare procedures are outlined in our safeguarding policy. There is a basic first aid kit within the classroom and a full first aid kit is available in the office. A visual risk assessment and check of equipment is made every day by a member of staff. There are risk assessments for both the indoor and outdoor learning environments. The weekly Staff Meeting provides a further opportunity for any further safeguarding or health and safety issues to be raised.

9. Monitoring arrangements

This policy will be reviewed and approved every year.
At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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 healthcare policy
Emergency evacuation procedure	See fire and emergency evacuation plan
Procedure for checking the identity of visitors	See child protection (including online safety) policy
Procedures for a parent failing to collect a child and for missing children	See child protection (including online safety) policy
Procedure for dealing with concerns and complaints	See complaints policy