



JOHN HAMPDEN PRIMARY SCHOOL
EARLY YEARS FOUNDATION STAGE POLICY



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EARLY YEARS POLICY 2020/2021

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1. Introduction

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At John Hampden Primary School we have a Nursery Class that houses our youngest children. We also have two Reception Classes and children join here in the September following their fourth birthday.

We believe that early childhood is the foundation on which children build the rest of their lives and at John Hampden Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

2. Aims & Objectives

We aim to support all children to become independent and collaborative learners. Across the Foundation Stage, we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At John Hampden Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence
- Use and value what each child can do, assessing their individual needs and helping each child to progress
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;



- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

3.Learning and Developing

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children’s learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. 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.

The three Prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

Children’s development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any of the prime areas gives cause for concern, staff will discuss this with the child’s parents/carers and agree how to support the child.

More information on this curriculum is available in a parent friendly handbook and can be found online at:

<https://www.foundationyears.org.uk/wp-content/uploads/2019/01/What-to-Expect-When-2018.pdf>



4.Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5.Planning

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes with discrete phonics, maths and other directed teaching.

6.Assessment

During the first term, the teacher assesses the ability of each child. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We take into account evidence collected at John Hampden Primary School, but also any other records we receive from previous settings.

We record each child's level of development against the 17 early Learning goals and at the end of the Reception year, these are reported as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.



The teacher keeps progress records and learning journals and records examples of each child's work. These progress books contain a wide range of evidence that we share with parents at each parental consultation meeting. We currently use an electronic journal to collect evidence (Evidence Me) alongside topic books for hard copies of work.

At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in the Summer term, and send them to parents before the end of the school year.

7. The Learning Environment

Our Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

Children have access to both inside and outside area across the day; this has a positive effect on the children's development. The Foundation Stage has its own outdoor area with sandpit, climbing equipment, bikes, writing area, mud kitchen and various other learning areas. Spending time outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

8. Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

For children new to school, whether that be starting Nursery or Reception, children and families are offered a home visit where staff members can come to say hello and learn more about our families in a familiar setting.

Nursery children are invited to a taster session before their official start date and we stagger the start with shorter sessions building up to full days. Staff are on hand to meet and greet parents with their children and answer any questions you might have.



In Reception, children are invited to visit for a whole day during the Summer term before they start school. Parents of all children starting in the next academic year will also be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to

- To go through the school handbook
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Answer any questions parents might have about starting school
- Explain the arrangements for starting school in September
- Talk to the parents about the school and Government expectations at the end of the EYFS.

When children join the school in September, children new to school (not Nursery attendees) will receive a home visit from their teacher and a member of support staff. We then have a staggered start to full time school consisting of half day sessions followed by half day and lunch before inviting the children in full time. This has proved very beneficial for the children's confidence, independence, and emotional well-being. We actively encourage independence and after the first few weeks, we aim for children to be coming into class independently.

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in assemblies as well as sharing playtimes with the Key Stage 1 children. We start PE lessons after Easter and help the children prepare for their weekly PE lessons in Year 1. Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term.

9. Safeguarding & Welfare

'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.'

(Statutory Framework for EYFS 2017)

At John Hampden Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;



- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (More information can be found in the school's safeguarding policy)

Healthy Eating

All children, in Nursery and Reception, are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times. School dinners are provided for free for all children in Reception. Menus and ordering information can be found online at the Dolce/School Grid website.

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. We actively encourage parents to start helping their children become independent with these jobs as soon as they start in Nursery.

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 and parents work in partnership to give the right support to an individual child.

10. Monitoring and Review

It is the responsibility of those working in Nursery and Reception to follow the principles stated in this policy. The Headteacher and EYFS Leader will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process.

Review Date: Autumn 2021

