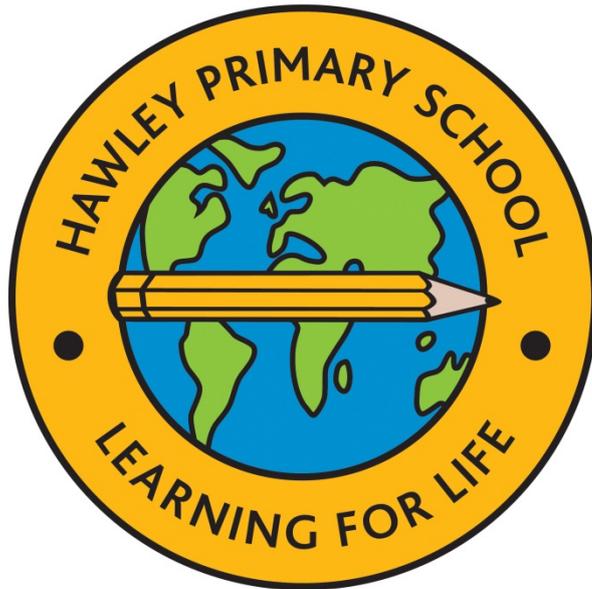


# HAWLEY PRIMARY SCHOOL



## EARLY YEARS AND FOUNDATION STAGE POLICY

**AGREED BY GOVERNORS:** Autumn 2024

**LATEST REVIEW:** Autumn 2024

**NEXT REVIEW:** Autumn 2027

**This policy aims to ensure:**

- That children access a broad and balanced curriculum that gives them the broad 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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

The Early Years Foundation Stage applies to children from birth to the end of the reception year. This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2024.

At Hawley Primary School, children are admitted to reception on a full-time basis following the September of their fourth birthday. We offer a phased induction process which is tailored to the needs of an individual child if appropriate.

At Hawley Primary School, we greatly value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. Therefore, we aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and to their full potential.

**Our Vision**

Hawley Primary School is committed to meeting the needs of our children by creating a caring, stimulating and challenging environment which enables everyone to fulfil their potential. Our collaborative vision statement reflects our commitment to all:

- **H**appy and healthy
- **A**iming high
- **W**orking together
- **L**earning to grow
- **E**ncouraging empathy
- **Y**es, you can!

**The Principles of EYFS**

The EYFS consists of four guiding principles that shape the practice in our early years setting:

- *A Unique Child*
- *Positive Relationships*
- *Enabling Environments*
- *Learning and Development*

**The Unique Child**

At Hawley Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop at varying rates and in different ways. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, alongside celebration and rewards to encourage children to develop a positive attitude to learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most children achieve a 'Good Level of Development' by the end of the stage. We value the

diversity of individuals within the school and believe that every child matters. Therefore, we plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds and from different ethnic groups.

### **Positive Relationships**

At Hawley Primary School we recognise that children learn to be strong, confident and independent individuals from being in secure relationships. We strive to create and maintain caring, respectful and professional relationships with children and their families. Together, we shape child's learning and believe that all parents have an important role to play in the education of their child. Each child has a designated trusted adult, and that any member of the EYFS team is approachable. Parents are kept informed of their child's progress and development using the Seesaw app and during parents evening in the Autumn and Spring terms. These opportunities for sharing achievements may also address any learning and development needs in partnership with parents and relevant professionals.

### **Enabling Environments**

The environment plays a key role in supporting and extending children's development and learning. Through adult engagement and interaction, we assess the children's interests, stages of development and learning needs and use these observations to plan challenging activities and experiences to extend learning. Play-based learning is paramount, children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. Each classroom is organised to enable the children to find and make use resources independently. Learning opportunities in the outside area are planned to complement and support the learning which takes place within the inside classroom. We use materials and equipment that reflect both the community that the children come from and the wider world. Throughout the year, we encourage children to develop and enhance the learning environment and to make their own selection of the activities on offer, as we believe that this encourages independent learning.

### **Learning and Development**

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. This curriculum will enable the children to achieve and exceed the expected early learning goals.

### **Curriculum**

Our curriculum meets the requirements of the EYFS statutory framework. The framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are the cornerstone for igniting curiosity, enthusiasm for learning, building children's capacity to learn, form relationships and 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

Our environment and delivery of the curriculum incorporates the three **characteristics of effective teaching and learning**:

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

### **Aspirations**

Our aspirations are based on a holistic and ambitious plan that sets out our intentions for all children to experience across the seven areas of learning. Early years practitioners take into account what children already know and can do, to build on strengths and meet development needs. We do this by taking account of our children’s range of life experiences and interests when we are planning their learning.

### **Assessment**

At Hawley Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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 (‘expected’)
- Not yet reaching expected levels (‘emerging’)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

### **Safeguarding and Welfare**

We recognise that children learn best when they are healthy, safe and secure and when their individual needs are met as well as when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff to child ratios are maintained in our setting to meet the needs of all children and ensure their safety. We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We have always at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available when children are present, including on trips and visits. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years through specific personal, social and emotions develop (PSED) teaching, for example, by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

Our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policies.

### **EQUAL OPORTUNITIES**

We ensure that all our children can gain knowledge and understanding in every aspect of their learning in school regardless of gender, race, physical or intellectual ability.

### **MONITORING AND REVIEW**

This policy is reviewed every 3 years by the Headteacher, Senior Leaders and in consultation with the teaching and support staff.

The policy is a working document and open to change and restructuring as and when the need arises.