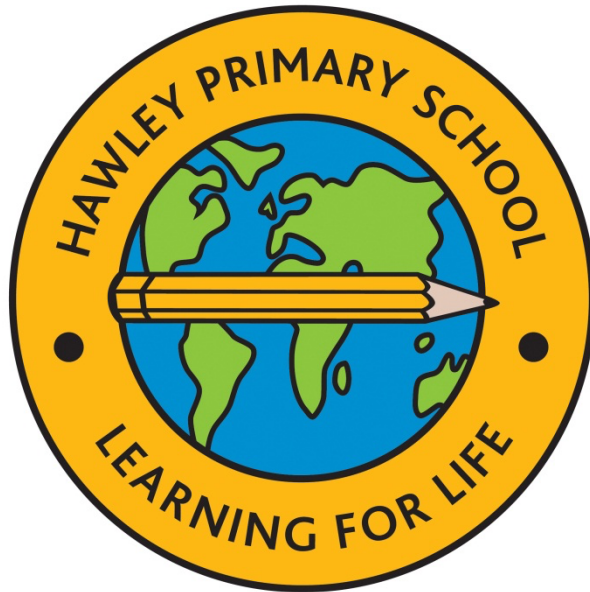


HAWLEY PRIMARY SCHOOL



EARLY YEARS AND FOUNDATION STAGE POLICY

AGREED BY GOVERNORS: Spring 2026

LATEST REVIEW: Spring 2026

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

At Hawley Primary School, we believe young children learn best through play. Play is fundamental in children's development, building their confidence as they learn to explore, think about problems and relate to others. Imaginative and spontaneous play, supported by high quality interactions with adults, helps children to understand experiences, situations, themselves and other people. 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.

Within our Early Years setting, the Characteristics of Effective Learning are at the heart of best practise and the learning outcomes for our children. To promote the use and understanding of the language that describes how children learn, the adults within the setting model appropriate vocabulary so children can talk about their strengths as learners as well as their areas to develop. Our children are provided with the opportunity to take photos of their own achievements and learning, which are then shared and discussed with the rest of the class as well as being displayed in the classroom.

EYFS Educational Programs (Aspirations)

Curriculum refers to how we are going to get the children from their starting points to the end goal. Our bespoke Early Years curriculum was designed as a team taking into careful consideration the needs of the cohort; thus reviewed each year with the starting points of each new cohort in mind. When designing our curriculum, we consider cultural capital, each child’s family dynamics and whether any of our children require extra support to access our curriculum.

Our curriculum is made up of three Aspirations, named as such to ensure they are aspirational so that we can really challenge the children’s learning. They are ambitious so that the children can flow into year 1 with rounded knowledge and skills. Each aspiration incorporates all 7 areas of learning to ensure a holistic development. The aspirations capture the entirety of what we do in the reception year, not only as a class but within the school community. For example, the Nativity, Forest School, World Book Day and Helicopter stories

The aspirations enable EYFS practitioners to consider:

What the children already know

How learning builds in line with knowledge, skills and learning behaviours

How children’s interests are utilised and valued

How the curriculum is preparing the children for their next stage of learning

At Hawley Primary School our Aspirations are:

Aspiration 1: Settle in and become a confident learner and member of the school community

Aspiration 2: To make up a story and act it out using props, by taking on the role of a specific character.

Aspiration 3: Follow a recipe to design, make and bake my own pizza. Invite my Year 6 buddy to come to the restaurant to try my creation.

Each aspiration is divided up into 3 milestones which are assessed at different point across the year.

Milestone 1- Autumn Term

Milestone 2- Spring Term

Milestone 3- Summer Term

Half termly these aspirations are assessed to determine whether they have been met or not met by each child. This information is used to make changes to the taught curriculum and the resources on offer within the learning environment.

We have embedded strong initiatives within our practise to truly engage children in their learning, such as 'Helicopter Stories' and 'Drawing Club'.

Drawing Club

Enhanced Writing Skills: The program encourages children to express their thoughts and ideas through drawing, which is a precursor to writing.

Improved Vocabulary: By engaging in storytelling and drawing, children are exposed to a wide range of vocabulary and language skills.

Fine Motor Skills Development: The program supports the development of fine motor skills using various tools and techniques.

Creativity and Imagination: Drawing Club fosters creativity and imagination, allowing children to explore their ideas and express themselves in a fun and engaging way.

Confidence and Independence: The program helps children build confidence in their writing and drawing abilities, encouraging them to take risks and explore their creativity.

These benefits contribute to a holistic development of children in EYFS, preparing them for their next steps in our school.

Helicopter Stories

Enhanced Language Skills: Helicopter Stories help children develop their language skills by creating narratives, characters, and dialogues, fostering active listening and the appreciation for storytelling.

Social and Emotional Development: The approach boosts personal, social, and emotional skills, enabling children to make sense of the world and make connections with others.

Creativity and Imagination: Helicopter Stories encourage creativity and imagination, allowing children to explore their imaginations and express their unique stories and ideas.

Emotional Expression: The sessions provide a space for emotional expression, helping children to explore complex feelings and develop empathy and cooperation skills.

Confidence and Empowerment: Helicopter Stories empower children to become confident, creative, and compassionate individuals, celebrating every child's unique contribution.

These benefits make Helicopter Stories an essential part of our EYFS education, providing a joyful and imaginative experience that nurtures children's growth and development

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. Each Early Learning Goal is judged through a best fit model with the purpose of enabling a smooth transition and handover as the children move into year 1.

Supporting Disadvantaged and SEND pupils

At Hawley primary school, we are committed to ensuring that every child in the Early Years Foundation Stage (Reception) achieves their full potential, regardless of background, need or starting point.

In line with the **Early Years Foundation Stage (EYFS)**, we promote inclusive practice, early identification of need, and high-quality first teaching.

We recognise that early intervention in Reception is critical to improving long-term outcomes, particularly for pupils who are disadvantaged or have Special Educational Needs and Disabilities (SEND).

Our setting is committed to ensuring that all children, including those who are disadvantaged or have Special Educational Needs (SEN), are fully supported to achieve their best possible outcomes. We provide an inclusive, nurturing environment where every child is valued and respected. Through early identification, close partnership with parents and carers, and collaboration with relevant professionals, we tailor support to meet individual needs. We use ongoing assessment to monitor progress and implement targeted interventions where required. We are committed to removing barriers to learning, promoting equality of opportunity, and ensuring all children can access a broad, balanced and meaningful curriculum

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 OPPORTUNITIES

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.