

HOBBS HILL WOOD PRIMARY SCHOOL

Early Years Foundation Stage Policy

Committee	School Improvement
Author	SLT
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Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

Our Mission

Inspiring confident and independent learners

Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

School Charter

We have the right to:	We have a responsibility to:
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy
Speak and be heard	Listen and respect each other's opinion

Formation

- ☐ This policy was formed in 1996 and last reviewed in 2025.

Introduction

At Hobbs Hill Wood Primary School, we are committed to 'preparing children for a life full of learning' and the highest quality care and education for our children. In the early years, our intention is to equip them with the necessary skills, knowledge and understanding for their future learning, but also for them to leave the reception year as kind, independent and resilient individuals that have the confidence and ability to communicate effectively, problem solve, develop ideas and think creatively. By providing safe and nurturing learning environments and rich and challenging learning experiences, we aim for our children to not only fulfil their learning potential but to establish a positive foundation for a happy and rewarding life.

We fully recognise and endorse the importance of the early years as outlined in the Statutory Framework for the Early Years Foundation Stage (EYFS), 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

EYFS Legislation

The Statutory Framework for the EYFS sets the standards for learning, development and care of children from birth to five.

The EYFS is based on four guiding principles:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ carers.
- Children develop and learn in different ways and at different rates.

Principles for our Provision in the Early Years Foundation Stage

The following principles provide the framework for our provision in our Early Years setting:

- Effective education requires both a relevant curriculum and practitioners who understand it.
- Effective education requires that practitioners understand that children develop rapidly and at different rates throughout their development - physically, intellectually, socially and emotionally.
- Practitioners ensure all children feel included, secure and valued.
- Early years experiences build on what children already know and what they can do.
- No child is excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.
- School works in partnership with parents, carers and their families.
- To be effective, our Early Years' curriculum is carefully structured.
- We provide opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves.
- Staff observe and respond appropriately to children.
- Well-planned, purposeful activity and appropriate intervention by staff engages children effectively in the learning process.
- The children are provided with rich and stimulating experiences in a learning environment that is well

planned and organised.

The Curriculum

Our curriculum reflects the EYFS Framework which details seven areas of learning and development that must shape educational programmes in early years settings:

Prime Areas:

- Communication and language
- Personal, social and emotional development
- Physical development

Specific Areas:

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

Although the three prime areas of learning are fundamental to the development of each child, all seven areas are interrelated and are delivered in conjunction with each other.

The EYFS Framework also details three characteristics of effective teaching and learning which are considered when planning and guiding children's activities and the learning environment:

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

These characteristics weave through all seven areas of learning and develop as children learn new things, acquire new skills, develop socially and emotionally and become better communicators. At Hobbs Hill Wood, our aim is to provide a broad, balanced and differentiated curriculum which addresses the children's social and emotional, physical, intellectual, moral and cultural development within a safe, secure and stimulating learning environment.

We carefully consider and plan a progressive curriculum around engaging topics, specifically chosen to reflect the seven areas of learning and to secure the foundations for children's learning in Year 1. It takes account of children's interests and how children learn to maximise engagement and ensure progress for every child.

Teaching and Learning

The curriculum is delivered through a balance of child-initiated (play-based) and adult-led learning. Every day, children are given plenty of opportunity for prolonged periods of uninterrupted play so that they can learn through exploration, discovery, rehearsal and experimentation. Great care is given to setting up our indoor and outdoor learning environments to ensure that they facilitate what we would like the children to learn and also reflect the characteristics of effective teaching and learning. Resources are chosen and enhancements planned that encourage children to collaborate, persevere and problem solve whilst at the same time developing their personal and social skills.

Alongside play-based learning, adult-led sessions take place throughout the week to introduce new learning, develop vocabulary, share stories, and celebrate our achievements. These may take the form of whole class or small group sessions and are planned to be short, focused and interactive, providing

further opportunity for sustained shared-thinking and collaborative working. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Hobbs Hill Wood Primary School has a purpose built Nursery accommodating up to 60 pupils. The Nursery team consists of a Nursery Teacher who implements the day to day running of the nursery, 2 Early Years Practitioners and a SEN Teaching Assistant. Each child is allocated a key worker who will liaise with parents and other staff to support each child’s learning.

There are 2 Reception classes for 60 pupils. Each class has 1 reception teacher and a full time TA.

An Assistant Headteacher leads the Foundation Stage, ensuring the provision meets the needs of all the children.

Role of the Practitioner

Staff carefully plan enhancements to the continuous provision available during child-initiated learning, both indoors and outdoors, to provide a positive context for teaching and learning. Their role during this time is to interact with the children to support and extend learning and to be alert to possibilities that will naturally enhance outcomes for children through play. This includes helping children to make connections in their learning and to reflect on what they have previously learnt to move them forward, through appropriate questioning and discussion.

In addition, practitioners make skilled and meaningful observations of children which are used to identify children’s Next Steps. This continual assessment provides a picture of every child’s development and progress which is fed into planning, ensuring further quality play and activities are provided which encourage an appropriate level of challenge for each child.

Planning

Planning:

- is a continuous process that is informed by assessment of previous activities.
- responds to the needs of individual children
- involves all the adults in the setting.
- is in accordance with the Early Years Foundation Stage Framework:

PLANS	CONTENT
Curriculum overviews for Nursery and Reception.	These are long term overviews of intended teaching and learning across the year, mapped to the non-statutory Development Matters document, 2020. They provide details of broad learning themes/topics that will ensure the content of the educational programmes is delivered.
Medium term plans are produced for each topic.	Written half termly as a guide for weekly planning – however the teacher may alter these in response to the needs, achievements and interests of the children.

<p>Short term plans are completed weekly to plan appropriate coverage of the 7 EYFS areas of learning.</p>	<ul style="list-style-type: none"> • Planning sets out specific learning intentions / activities and assessment links for specific groups. • Evaluation of learning and suggestions for future planning are included on sheets. Planning may be amended daily/weekly to develop children's 'next steps' as needed. • Individual planning - may link to specific observations and assessment of individual pupils.
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Assessment

Continual assessments are made of the children's learning, and this information is used to inform future planning to reflect identified needs.

The assessment processes in the EYFS:

- Offers all our children an opportunity to show what they know, understand and can do
- Recognises all the areas of learning in the EYFS
- Considers the characteristics of effective teaching and learning of individual pupils
- Relates to clear learning intentions
- Enables staff to plan more effectively
- Helps parents to be fully involved in their child's progress.

Forms of Assessment

Assessment	Purpose
<p>Nursery and Reception baseline assessments are completed within six weeks of a child starting school. Each child is assessed using a combination of the statutory Reception Baseline Assessment (RBA) (for Reception children) and practitioner observations.</p>	<ul style="list-style-type: none"> • Individual observations help plan for learning based on child's starting points. • Baseline provides a basis for discussion with parents about their child's learning and development.
<p>Observations taken during child-initiated learning. These may take the form of photographs, videos and/or written comments, captured on Tapestry.</p>	<ul style="list-style-type: none"> • To capture moments that illustrate a move forward in a child's development • To serve as a communication tool to share information between school and parents/carers relating to the child's • development.
<p>Formative assessment in the form of notes about individual children during group activities e.g. maths or literacy.</p>	<ul style="list-style-type: none"> • To determine those that are secure in their learning or those that will require further support.
<p>Wellcomm assessments.</p>	<ul style="list-style-type: none"> • To monitor communication and language – specifically receptive language levels.
<p>Half-termly 'Bug Club' assessments.</p>	<ul style="list-style-type: none"> • To monitor the acquisition of phonic knowledge.

<p>Summative assessment in the form of reports or equivalent consultation documentation.</p>	<ul style="list-style-type: none"> • To summarise a child’s progress at given points throughout the year. • To share information and/or provide the basis of a conversation with parents.
<p>Statutory EYFS Profile. Reception children are assessed against the Early Learning Goals outlined in the EYFS Framework.</p>	<ul style="list-style-type: none"> • To support staff to make a holistic, best-fit judgement about a child’s development at the end of the Foundation Stage. • To inform parents of their child’s development. • To inform a dialogue with the Year 1 teacher to aid a successful transition to Key Stage 1.

Transition

Transition into Nursery

- School tours are offered to all prospective parents and children.
- Parents are invited to a ‘Welcome Meeting’ in July where the Headteacher makes a presentation to the parents. The Nursery teacher will also speak about induction and parents receive an information pack including admission forms.
- The Nursery teacher offers all the parents and children a home visit prior to admission with the Nursery Teacher and EYP one of which will be the child’s Key Worker.
- The Nursery teacher analyses all the admissions forms for the children entering Nursery and if necessary, will speak to the child’s previous setting or the child’s parents to obtain further information to support a child’s special educational needs.
- Over the transition period, children entering Nursery do so as part of a staggered start. Most children enjoy their first visit very much and are eager to come into Nursery.
- Nursery children are invited into Nursery at the beginning of September for a short visit of 1 hour ‘Stay and Play’ with their parents.
- Staff ensure that all children are given appropriate support particularly during their first few days. A few children need extra support for a longer period of time and if this happens practitioners will work closely with the child and their parent/carer to solve any problems and agree a personalised induction plan to suit that child’s needs.
- After a few weeks the children will be allocated a key worker.

Transition from Nursery to Reception

Nursery children have opportunities to use the school hall for P.E. and to take part in special events e.g. a Christmas Nativity and Sports Day All of these experiences help the children to prepare for the transition to Reception, no matter where they go to school.

Transition arrangements:

- School tours are offered to all prospective parents and children.
- Parents are invited to a Welcome Meeting in the Summer term where the Headteacher makes a presentation to the parents. The Reception teachers will also speak about induction and parents receive an information pack.
- In July, children visit for a stay and play without their parents to meet their new teacher, experience their new classroom and enjoy a school lunch.

- The EYFS Assistant Head analyses data from the Transition Level of Need tool kit and visits any children flagged as needing extra support. This may be at a nursery setting or a home environment.
- In the Autumn term we offer another short meeting where the Reception class teacher will complete the statutory Reception Baseline Assessment (RBA) with individual children.
- N / R teacher handover meetings to discuss achievements and needs.

Inclusion

We value all our children as individuals at Hobbs Hill Wood Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policy on Equalities.

Every child needs to achieve success in order to develop a positive self-image. We recognise that all our children, including those with special educational needs, require a differentiated approach in order for them to have access to the whole curriculum and therefore reach their potential.

Partnership with Parents

Working closely with parents during their child's time in the Foundation Stage will result in a positive impact on a child's successful development and learning. The partnership needs a two-way flow of information, knowledge and expertise to support the child fully.

To achieve an effective partnership with parents we will:

- Show respect and understanding for the role of the parent in their child's education.
- Give parents opportunities to discuss their child's development and to listen to concerns they have.
- Ensure our settling in arrangements are flexible, giving children time to become secure and all adults involved in this - staff, parents and carers - time to discuss each child's needs.
- Make all parents feel welcome and valued.
- When appropriate use the knowledge and expertise of parents and other family members to support learning opportunities in the classroom.
- Use a variety of ways to keep parents fully informed about the curriculum.
- Discuss children's progress and achievements through meetings, on parents evenings and open days.
- Involve parents in continuing relevant learning activities at home. Similarly, experiences at home will be used to develop learning at school.
- Celebrate children's achievements and experiences at home, for example through sharing moments on Tapestry (Tapestry is an online record of a child's learning accessible to both practitioners and parents.)
- Welcome parent/carers contributions and comments via Tapestry for capturing and sharing observations.

Role of the Key Worker

A key worker has a special responsibility for the education and welfare of a group of children in Nursery, to help them become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. Every child is allocated a key worker who will be the class teacher or an

Early Years Practitioner. The class teacher however has overall responsibility for the learning and development of all children in the class.

Monitoring and Evaluation

The EYFS Assistant Head and members of the Senior Leadership Team will be responsible for overseeing the delivery of the appropriate curriculum and the evaluation of its success. This information will be shared with Early Years staff at regular meetings and will be used to support future planning and development initiatives. The Early Years staff are responsible for the day to day running of their classes.

Other Policies

Other relevant school policies are available to access on the school website.