



East Sheen Primary School

EARLY YEARS FOUNDATION STAGE POLICY

1. Introduction

‘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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’ – Statutory framework for the early years foundation stage (2021)

Click [here](#) to view the framework.

Our School Vision underpins all that we do:

Our purpose is to nurture happy, confident children who think deeply about themselves and others in preparation for the challenges ahead.

We do this by inspiring and celebrating:

- curiosity and love for learning
- collaboration and kindness
- creativity and enthusiasm
- resilience and achievement

2. Principles

The EYFS is based upon four principles:

- **A unique child.** We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning. We use appropriate relationships education to explore ways of staying safe and celebrating difference.

- **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments with teaching and support from adults.** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning. Our learning environment is always set up with a range of activities for the children to choose from that maximises the children's learning. We use water play, mud play, a range of physical and role-play activities as well as focused literacy and mathematics activity areas. There are also chickens that the children help to look after.
- **Learning and development.** The Early Years setting is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Within the setting there are distinct learning areas where children are able to find and locate equipment and resources independently.

Early childhood is the foundation on which children build the rest of their lives. At East Sheen Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

3. Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. The overarching aim of the EYFS is to help

young children achieve these five outcomes.

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. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At East Sheen Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs. The enabling environment supports the children's learning both indoors and outdoors. We are passionate about the opportunities for learning in the outdoors.
- 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.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

4. Learning and Development

Learning and development is categorised into three prime areas of learning:

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

Additionally there are four specific areas of learning:

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

Achievement of these prime and specific areas of learning is by:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

East Sheen Primary is an accredited 'Thinking School'. Children in the foundation stage are introduced to the tools that they will use throughout the school to support their learning. 'Habits of mind' such as resilience and thinking flexibly are taught to help develop the 'characteristics of effective learning' outlined in the statutory framework.

The children also explore the key values of East Sheen Primary School by acknowledging behavior that is happy, curious, resilient and kind.

5. Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS is based around the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children.

We make assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of continuous observations and this involves the teacher and other adults as appropriate. Some of these observations are recorded using an online assessment tool: Tapestry. The parents and guardians are given the opportunity to meet formally with the Foundation Stage Team in the Autumn and Spring terms and, at the end of the third term, we provide a written summary of their attainment and development.

In the first six weeks of school, children will complete the statutory 'Reception Baseline Assessment'. At the end of their time in reception, children are assessed against the 'Early Learning Goals'. 'The ELGs should support teachers to make a holistic, best-fit

judgement about a child's development, and their readiness for year 1' section 1.9 of the framework.

6. Learning through Play

At East Sheen Primary School, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

7. The Induction Process

During the Summer Term prior to starting school the following September:

- Foundation staff liaise closely with pre-school settings from which September's intake will be taken.
- Each child and their parents and carers will be invited to visit East Sheen Primary School in order to familiarise themselves with both the staff and the Early Years setting.
- Parents/carers are invited to an evening information meeting.*

**For the September 2021 intake, outdoor tours were organized in place of this meeting due to restrictions in place to control the spread of Covid-19.*

When children join the school in September, the following procedures will apply in order that they can gradually adjust to their new surroundings:

- Before their starting date, Foundation Stage staff will visit the children in their homes (optional).
- Children will start school on the agreed date in groups of 10 for a full day.
- Thereafter, children will attend for the full school day unless Foundation staff and parents or guardians agree that it is not in the best interests of an individual child.

8. Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents and carers to work closely together. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in the Home/School Agreement, available on our website.
- We publish an information booklet for new parents on our website.
- We will hold a curriculum evening in the early autumn term to explain how EYFS works at ESPS.
- We will hold a parent consultation early in the year to establish how a child is settling into the school environment and a subsequent parent consultation in the spring term to discuss how the child is progressing.
- We will publish a termly bulletin detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct reading workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. assisting with reading.

9. 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. Children are encouraged to be independent at school; 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. In most cases, intimate care is to do with personal hygiene. Some children may require intimate care due to a medical issue and it is good practice for the school to inform the school nurse of all children requiring intimate care.

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

10. Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Support Plans identify outcomes in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. Teaching staff set short-term targets to support these outcomes. The school's SENDCo is responsible for providing additional information and advice to staff and parents, as well as coordinating and arranging external intervention as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

11. Safeguarding

Our safeguarding procedures are outlined in our safeguarding policy which is also available on our website. In line with paragraph 3.27 of the framework, each child in the stage is assigned a 'key person', which is their class teacher.

Approved by Governors Autumn 2022

Review date Autumn 2025