

Feltham Hill Infant & Nursery School

Early Years Foundation Stage Policy

April 2023

The Early Years Foundation Stage (EYFS) Policy outlines the purpose, nature and management of early years education at our school.

It relates to children in both the Nursery and Reception classes.

It should be used by all staff to ensure that children are happy, engaged in their learning and achieve well.

Prepared by: EYFS Lead/AH (April 2023)

Agreed with: HT & strategy team (April 2023)

Governors Shared Space & EYFS lead governors (April 2023)

To be reviewed and updated: April 2025

Early Years education is paramount and we deliver an exceptional experience to young children.

Early Years education is the foundation upon which children build the rest of their lives and it encompasses all aspects of learning.

Aims

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/carers.
- That every child is included and supported through equality of opportunity and anti-discriminatory practice.

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#)

Structure of early years

-In our school, early years refers to the education for Nursery and Reception aged children.

-Our Nursery has 52 morning spaces in 2 classes and 26 afternoon spaces when full.

-The children are in Nursery for 15 hours per week from the September after they turn 3 years old and all places are funded.

-We have 120 places in Reception, with children in four classes.

-The children are in school full time from the September after they turn 4 years old.

-Reception is a popular choice for parents and oversubscribed.

-We also have a specialist Centre with a small number of children following the Early Years curriculum.

Overarching principles

There are four guiding principles that shape our practice. These are:

-That every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

-That children learn to be strong and independent through **positive relationships**.

-That children learn and develop well, in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time.

-The importance of **learning and development**. Children, including those with special educational needs and disabilities (SEND) develop and learn at different rates.

The Early Years curriculum

Our school follows the curriculum as outlined in the 2021 EYFS statutory framework.

- The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected.
- However, 3 areas known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for 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

- In our school, there is a well-planned and resourced curriculum, based on real experiences.
- The stimulating, learning environment both in and outdoors, encourages children to explore, investigate and learn through first hand experiences.
- Children are able to move between the indoor and outdoor areas, throughout the day.
- Learning through play is integral to our curriculum and a powerful vehicle through which children learn and practice knowledge and skills.
- All children in early years have daily opportunities for uninterrupted play which we refer to as 'busy learning'.
- A wide range of resources are provided, enabling children to play by themselves or with others.
- The inside and outside learning environments are carefully planned and resourced to enable staff to both support and extend children's learning.
- Children practice and apply knowledge and skills taught across the curriculum.
- They also try out new ideas, think creatively and imaginatively and explore, develop and represent learning experiences that help them make sense of the world.
- The outdoor area compliments the indoor provision but also extends learning, as it offers opportunities that are not available indoors.

Teaching the early years curriculum

- In Reception, there are 3 or more class sessions a day when staff teach pupils the curriculum, usually in 2 groups.
- There are also guided sessions for the curriculum including reading, writing and mathematics as well as daily discrete phonics sessions.

-Following this quality first teaching, pupils are directed either to 'adult tasks' which they must complete or to self-initiated activities where they practice and apply knowledge and skills in busy learning areas.

-Nursery staff lead 2 or 3 small group sessions during every half-day session.
-There are also adult directed tasks as well as busy learning activities so children can practice knowledge and skills.

-Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Planning

-We have carefully developed our curriculum in line with the 2021 statutory framework for the EYFS and the educational programmes (see appendix 1).
-For each area of learning, we have identified small steps of learning from the beginning of nursery to the end of reception.
-Teachers use this progression in learning document to develop long term and medium term plans, ensuring children are being challenged and making good progress.
-Short term/daily planning records the detail of what is to be taught and how this will happen.
-These plans provide a structure but are flexible and allow for individuality, spontaneous events and children's interests.

-In planning and guiding children's activities, we reflect on the different ways that children learn and include these in our practice.
-Teachers take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences.
-Where a child may have a special educational need or disability, teachers consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Assessment

-On-going assessment is an integral part of the learning and development processes.
-Staff observe children to identify their level of achievement, interests and learning styles.
-These observations are used to shape future planning and identify individual needs.
-We also take into account observations shared by parents/carers.

-Within the first 6 weeks of starting reception, staff will administer the Reception Baseline Assessment (RBA).
-Staff will also make their own observations and assessments of each child to inform our own on-entry judgments about children's level of development.
-Staff will continue to make these observations throughout the year.
-Some of these observations and assessments are recorded in children's individual learning journals whilst others are kept on documents for staff to refer to.

-Children's attainment and progress is formally tracked three times a year.

- The data is analysed to identify where any interventions are needed (on-entry in autumn term, spring term and summer term).

- At the **end of the EYFS**, staff complete the EYFS profile (EYFSP) for each child.

- Children are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development

- Not yet reaching expected levels ('emerging')

- The profile reflects ongoing observations, and discussions with parents/carers.

- The results of the profile are shared with parents/carers for their child.

- The profile is moderated internally across the four classes (referring to the Development Matters [guidance](#)).

- Staff also attend local 'agreement trialling' with staff from other schools across the local authority to have their judgements verified and ensure consistency.

- EYFSP data is submitted to the local authority.

The Early Learning Goals

- The early learning goals (ELGs), define the level of development children should have attained by the end of the Reception year (see appendix 2).

- The ELGs are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development.

- The ELGs support teachers to make a holistic, best-fit judgement about a child's development.

- When forming a judgement about whether a child is at the expected level of development, teachers draw on their knowledge of the child and on their own professional judgement.

The 17 areas of the ELGs are:

Communication & Language:

- Listening, Attention & Understanding

- Speaking

Personal, Social & Emotional Development

- Self-Regulation

- Managing Self

- Building Relationships

Physical Development

- Gross Motor Skills

- Fine Motor Skills

Literacy

- Comprehension

- Word Reading

- Writing

Mathematics

- Number

- Numerical Patterns

Understanding the World

- Past & Present

- People, Culture & Communities

- The Natural World

Expressive Arts & Design

- Creating with Materials

- Being Imaginative and Expressive

Working with Parents/carers

- Leaders recognise that children learn and develop well when there is a strong partnership between staff and parents/carers.
 - We strive to build strong relationships with families before children start nursery/reception and continue through their child's time with us.
 - Families are invited to visit nursery/reception for a 'stay and play' session at the end of the summer term before the children start.
 - Staff will spend time starting to get to know each child and family.
 - Staff will then visit each child at home at the beginning of September before they join our school.
 - Parents are invited to induction meetings at the start of term so that they can understand more about how to support their child at school.
 - We also hold various curriculum talks for parents throughout the year.
 - Curriculum information is available on the school website and in our weekly school newsletters.
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- Parents/carers are kept up to date with their child's progress and development.
 - Informal discussions take place at the beginning and end of each day.
 - Formal parents meetings are held in autumn and spring terms to discuss children's development.
 - Parents can make appointments with their child's class teacher throughout the year if they have any concerns to discuss.
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- An end of year report is sent to parents at the end of both Nursery and Reception.
 - The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Staffing

- Children are taught in mixed ability classes, by a qualified class teacher (CT) and a qualified Early Years Practitioner (EYP).
 - The teacher has over-all responsibility for the class.
 - Adult to child ratios are 1:13 in the Nursery and 1:15 in Reception.
 - Children with special educational needs may also be supported by an SEN teaching assistant.
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- Staff have a good understanding of how young children develop and learn.
 - Staff know when and how to intervene in children's learning to support and/or extend.
 - Staff ensure that they engage in quality interactions with children throughout the day.
 - Staff regularly update their knowledge and expertise by attending courses, disseminating information to the team and by taking part in school based Continual Professional Development (CPD) sessions.

Continuity and Progression

- Links are made, where possible with pre-school settings and other childcare professionals before children are admitted.
- Verbal discussions and records of assessments help staff to make appropriate provision for children.
- Continuity between the nursery and the reception classes is strong.

- The children learn and play together outside with staff working in close collaboration.
- Links continue into Year 1 to build on achievements and influence the curriculum provided.

Additional child care

- Staff work closely with two local day nurseries and with childminders to ensure that nursery aged children entitled to 30 hours of free childcare are able to spend 15 hours (3 hours daily) at school and the rest of the time at another setting.
- Childminders, day nursery staff or our school staff bring/collect children so that working parents/carers do not have to take their children from one setting to the other.
- Children in Reception can attend breakfast and/or afterschool club which is held at Oak Hill Academy.
- Staff from the club will drop off/collect children so that parents/carers do not have to take their children from one setting to another.

Safeguarding and welfare procedures

- All staff are fully trained on safeguarding young children.
- Our safeguarding and welfare procedures are outlined in our safeguarding and child protection policy.
- In the case of Early years children, only siblings aged 16 or over can collect children at the end of the day.

This policy should be read alongside the following policies:

Behaviour including anti-bullying
Child protection & safeguarding
Health and Safety
Special education needs and disability
Teaching, Learning & assessment

Appendix 1

Educational Programmes

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as, building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Appendix 2

Early Learning Goals

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.