



EARLY YEARS FOUNDATION STAGE POLICY

Little Ealing Primary School

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LITTLE EALING PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

PURPOSE AND AIMS

At Little Ealing Primary School, we aim to provide the highest quality care and education for our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

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.'*

The following documents should be read in conjunction with this policy: Safeguarding policy, Admissions Policy, Health and Safety Policy, Equal Opportunities Policy, Behaviour Policy.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practise within Early Years settings. These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. 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. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

STRUCTURE OF THE EYFS

EYFS at Little Ealing Primary School covers Nursery and Reception.

Nursery is a 52 place setting that offers 15 hours and 30 hours to all pupils (either because they are eligible for the entire 30-hour provision or because parents pay for additional hours). In Nursery, we have one fully qualified teacher who oversees learning and teaching. In addition, we have three qualified early years practitioners who are designated key workers for 1 of the three groups:

- Caterpillars
- Ladybirds
- Buttercups

We can accommodate 90 reception age children who are divided between 3 classes:

- Birkbeck
- Blondin
- Bramley

Each Reception class is allocated a fully qualified class teacher and a fully qualified early years practitioner.

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PRINCIPLES INTO PRACTICE

As part of our practice we:

- provide a balanced curriculum, based on the EYFS statutory framework, across the seven areas of learning, using play as the vehicle for learning.
- promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- work in partnership with parents and within the wider context.
- plan challenging learning experiences based on the individual child, informed by observation and assessment.
- provide opportunities for children to engage in activities that are adult initiated and child-initiated, supported by the adult.
- provide a secure and safe learning environment indoors and out.

CURRICULUM

Our early years setting follows the curriculum outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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 to enable the children to achieve the early learning goals. All the seven areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and building their capacity to learn, form relationships, and thrive.

These three areas are the **prime** areas:

1. **Communication and Language**
2. **Physical Development**
3. **Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

1. **Literacy**
2. **Mathematics**
3. **Understanding the World**
4. **Expressive Arts and Design**

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. In addition, we aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

TEACHING

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

There is a daily phonics session using the 'Read, Write, Inc' scheme and sessions where aspects of Mathematics and Literacy are taught, including shared and guided reading and writing.

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ASSESSMENT

At Little Ealing ongoing assessment is an integral part of the 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 take into account 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 (see Appendix A), indicating whether they are:

- Meeting expected levels of development
- 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 other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute to the discussions that take place. These ongoing observations are used alongside 'Development Matters in the EYFS', which contributes to completing the EYFS Profile. The children's progress is reviewed every term and is regularly discussed with parents. Children's progress is also tracked using an electronic system of recording called Evidence Me.

SAFEGUARDING and WELFARE PROCEDURES

We promote good oral health, as well as good health in general, in the early years by engaging with the Oral Health Promoter/Educator from Whittington Trust NHS who comes into school to talk about:

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

The school takes its child protection responsibilities very seriously and follows the safeguarding and welfare requirements that cover the steps that providers must take to keep children safe and promote their welfare. These are to:

- Comply with the legal obligations with regards to safeguarding and child protection.
- Ensure that children taught in Nursery and Reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

INCLUSION

We value all our children as individuals at LEPS, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs

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is crucial in enabling us to give the child the support that they need and in order to achieve this we work closely with parents and outside agencies.

We use universal approaches to support all children within our Early Years classrooms and have a commitment to providing an inclusive and supportive environment for every learner.

For more information about how the school supports pupils with additional needs, please read the SEND Information Report on the school website.

WORKING WITH PARENTS

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. To support this, we:

- use a platform called Class Dojo to share a weekly update on each class's learning journey
- send weekly personalised observations of each child's development to their parents, through a platform called Evidence Me
- offer 'stay and play' sessions to all parents and carers.
- are available to speak with parents and carers on an informal basis at the beginning and end of the school day, making appointments to meet to discuss any issues in depth.
- ask parents and carers to contribute to their child's individual profile with observations from home and comments made when looking at the profile at 'stay and play' sessions.
- hold formal consultations twice a year, with a written report for Nursery and Reception children in the Summer Term.
- invite parents and carers to various events.
- communicate EYFS news through the whole school weekly newsletter and the school's website.
- send a home learning information sheet which details the theme for EYFS learning and suggests activities which can be done at home or visits which parents/carers might like to engage in.
- welcome volunteers to read a story, do some cooking or help us in some way to deliver a learning theme to our children.

TRANSITIONS

At Little Ealing, we understand that transitions are an important part of a child's learning journey and we take great care to ensure they are well-planned and provide continuity of learning. During any transition, we carefully consider each child's needs and work to establish strong partnerships with all those involved in their care and education, including nurseries, playgroups, and childminders.

In the summer term, before children start in September, we invite parents and carers of those starting Nursery to a Nursery Coffee Morning. This is a chance to learn more about school readiness, meet other parents and speak with staff to ask any questions you may have.

When children are starting Nursery at Little Ealing, we offer a Zoom call for parents and carers. During this call, the class teacher and the key worker will have the opportunity to talk with you, get to know your child, discuss the settling-in process, and gather important information about your child's development. Our goal is to help you feel comfortable and confident about the transition to Nursery.

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For children joining either the Nursery or Reception who have previously attended another setting, our staff will arrange meetings with the previous setting's staff and, if possible, will visit the setting in person. These discussions allow us to better understand each child's development and build positive relationships with other practitioners to ensure a smooth transition.

When your child starts Nursery or Reception in September, parents and carers are invited to Stay and Play sessions as part of the settling-in process, allowing your child to feel comfortable in their new environment.

MONITORING AND REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed and will incorporate the views of all staff concerned.

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APPENDIX A: THE EARLY LEARNING GOALS

COMMUNICATION AND LANGUAGE
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.
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
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.
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.
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
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.

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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

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.

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.

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

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.

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

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;

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- Understand the past through settings, characters and events encountered in books read in class and storytelling;

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.

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

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.

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.