

FOUNDATION STAGE POLICY

1. Introduction

The Foundation Stage is about developing key skills such as listening, speaking, concentration, resilience, persistence and learning to work together and co-operate with other children. It also develops early communication, literacy and numeracy skills that will prepare young children for Key Stage one of the National Curriculum.

‘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, DfE 2021

The overarching aim of the EYFS, (DfE 2021), is to help young children stay safe, be healthy, enjoy and achieve, make a positive contribution, and achieve economic well-being by providing:

- quality and consistency, so that every child makes good progress and no child gets left behind;
- a secure foundation which creates learning and development opportunities that are planned around the interest and needs of the children, informed by regular assessments and reviews;
- partnership working between practitioners, parents and carers
- equality of opportunity ensuring that there is no discrimination and every child is included and supported.

The guiding principles which shape our practice are grouped into four distinct but complementary themes as identified within the EYFS framework 2021:

- A Unique Child – observing how a child is learning and identifying next steps in their development
- Positive Relationships – what adults do to encourage independence and support learning
- Enabling Environments - what is provided to encourage independence, support learning and challenge thinking
- Learning and Development - assessing children and providing opportunities that recognises that children learn at different rates and in develop in different ways.

2. Purpose

Our aims for the Foundation Stage are:

- To make the child's first experience of school, happy, positive and fun;
- To ensure breadth of balance in the curriculum through carefully planned adult input and sensitive interaction using the Early Years Foundation Stage Practice Guidance, while having regard for the skills and attitudes the Key Stage one National Curriculum will demand;
- To encourage parents to become partners with the school in the education of their children;
- To provide a curriculum firmly based on active learning to meet the needs of the individual child;
- To foster love of learning, enquiring minds and the ability to discuss, adapt and negotiate;
- Children will be helped to develop self-control and to respect the feelings, needs, culture and abilities of others
- To foster our core school principles of 'Respect, Effort and Honesty'.

3. Consultation

The author of this policy is Katrina Bates, Early Years Foundation Stage Leader. The EYFS practitioners of Hopton Primary School were consulted on the content to ensure all are in agreement of its application.

The policy was ratified by the Senior Management Team and the Governing Body.

4. Sources and References

- Early Years Foundations Stage profile: 2021 Handbook – GOV.UK
- Statutory Framework for the Early Years Foundation Stage 2021 – DFE
- Development Matters. Non statutory guidance for the Early Years Foundation Stage. DFE 2021
- Birth to five matters: non-statutory guidance for the Early Years Foundation Stage, developed by the Early Years Coalition, 2021.
- Learning through Play, Tina Bruce 2011, Hodder and Stoughton
- Can I go and play now? Rethinking the Early Years, Greg Bottrill, 2018, SAGE.
- Loris Malaguzzi and the schools of Reggio Emilia; A selection of his writings and speeches, 1945-1994. Routledge 2016

5. Procedures and Practice

Curriculum

At Hopton Primary School, we recognise that every child is unique. We understand that children develop in individual ways and at varying rates. We want our children to be independent and self-motivated learners, encouraging the children to adapt their work, think critically and take risks with their learning.

The Nursery and Reception classes follow guidance as outlined in the Development Matters, Early Years Foundation Stage (EYFS) document, which is available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_w

[eb_2 .pdf](#)

This document defines what we teach and details the specifics of our setting and school.

The EYFS framework includes seven areas of learning and development, all of which are important and included in the curriculum taught. There are three prime areas, which are seen to underpin all of the basics and support the other more specific areas of the curriculum.

Objectives for the Areas of Learning

At Hopton Primary School, our objectives are the same for all children. However, each child will have an individual starting point, progress within their own ability level and be challenged to their highest attainment. The curriculum guidance for the Early Years Foundation Stage is used to support planning and meet the diverse needs of all children so that most will achieve and some may go beyond the early learning goals by the end of the Foundation Stage. Embedded throughout the planning and delivery of the EYFS is the characteristics of effective learning.

The Prime Areas of Learning and Development

Communication and Language

This area encourages developing competence in listening and attention, and in understanding and speaking.

'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 of 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.'

Development Matters DFE 2021.

Our objectives Communication and Language in the Foundation Stage are to:

- Use communication, and language in every part of the curriculum;
- Value talk and alternative forms of communication;
- Allow children to experience a wide range of possibilities for communication including non-verbal expression encouraging children to communicate their thoughts, feelings and ideas through a range of expressive forms, such as song, movement, role-play, story-telling, music and dance;
- Provide opportunities for children to speak and listen and present their ideas through sustained conversations between children and adults, one to one and in small groups and with other children;
- Model the use of language as a tool for thinking;

- Demonstrate the uses of reading and writing in everyday life;
- Promote the enjoyment of rhymes, pictures, music and songs taking into account different backgrounds, cultures and interests;
- Provide opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
- Promote a love of books and reading;
- Promote an interest in other languages and forms of communication, showing awareness of, and sensitivity to, the needs of children learning English as an additional language, writing systems other than English and communication systems such as Makaton and Braille.

Personal, Social and Emotional Development

This area focuses on self-regulation, managing self and building relationships. This is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.

‘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.’

Development Matters, DFE 2021.

Our objectives for Personal, Social and Emotional Development in the Foundation Stage are to:

- Enable children to feel safe, secure and able to trust the practitioners who work with them to provide a positive role model through what they say and do;
- Enable children to be confident, excited and motivated in their learning, recognising their inner strengths;
- Enable children to learn to respect themselves and others;
- Enable children to build relationships and understand the importance of friendship and have a sense of belonging;
- Respect children’s culture and beliefs so that they develop a positive self image;
- Provide positive images that challenge children’s thinking and help them to embrace differences in culture, language, ethnicity, religion, gender, disability and special educational needs;
- Promote an understanding of acceptable behaviour and how to express feelings appropriately, developing ways to calm and regulate emotions;
- Enable children to manage their personal needs independently, including looking after their bodies and healthy eating;
- Develop children’s understanding of how exercise, eating, sleeping and hygiene promote good health and well-being;

- Enable children to select activities and resources independently;
- Enable children to work alongside adults who respond to their learning needs and interests;
- Promote children's learning by planning activities and experiences with challenging but achievable goals;
- Enable children time and space for problem solving, and to develop their own interests, setting themselves simple goals;
- Promote trial and error, self believe, patience and persistence, allowing for all contributions to be valued.

Physical Development

This area focuses on the child's developing physical control, moving and handling, and health and self-care.

'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 objects and adults.'

Development Matters Stage DFE 2021

Our objectives for Physical Development in the Foundation Stage are to:

- Provide a range of equipment and resources that challenge, are interesting and can feed the children's imaginations or support specific skills;
- Give children plenty of time to explore, experiment and refine movements;
- Have a safe, well planned and resourced learning environment which enables children to take manageable risks in their play;
- Build on children's developing skills to promote confidence and independence;
- Introduce the vocabulary of movement and words of instruction;
- Teach specific skills, such as ball skills and scissor control;
- Provide opportunities for regular physical activities indoors and outdoors;
- Offer a range of stimuli for movement, such as action rhymes, stories, music and props;
- Motivate children to be active through praise, encouragement, modelling skills and appropriate guidance;
- Provide opportunities that offer appropriate physical challenges encouraging persistence, practising new and existing skills and learning from mistakes;
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills;
- Develop children's understanding of how physical movement promotes good health and well-being.

The Specific Areas of Learning and Development

Literacy

This focuses on comprehension, word reading and writing. Children are taught phonics throughout the EYFS.

'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).'

Development Matters, DFE 2021.

Our objectives for Literacy in the Foundation Stage are to:

- Allow children to experience a wide range of print and possibilities for communication including non-verbal expression encouraging children to communicate their thoughts, feelings and ideas through a range of expressive forms, such as song, movement, role play, music and dance;
- Provide opportunities for children to speak and listen and present their ideas about their reading / writing through sustained conversations between children and adults, one to one and in small groups and with other children;
- Provide opportunities for children to see adults writing and for children to experiment with writing themselves through making marks, emergent writing and conventional script;
- Demonstrate the uses of reading and writing in everyday life;
- Promote the enjoyment of print, providing an environment rich with signs, symbols, notices, numbers, books, words, rhymes, pictures, music and songs taking into account different backgrounds, cultures and interests;
- Provide opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
- Have favourite books/stories/rhymes that children can refer to in their play;
- Help children to understand how text works;
- Develop a knowledge of letters and their sounds and tricky word spellings, enabling children to record their ideas as writing;
- Promote an interest in other languages and forms of communication, showing awareness of, and sensitivity to, the needs of children learning English as an additional language, writing systems other than English and communication systems such as Makaton and Braille.

Mathematics

This area focuses on learning through practical activities to develop a sense of number and numerical patterns. Whilst the development matters guidance makes reference to shape, space and measures, it is no longer an Early Learning Goal (ELG), at Hopton we feel that this area of mathematical development is important throughout the EYFS to develop an holistic understanding of 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 relationship between them and the patterns within those numbers.'

Development Matters DFE 2021.

Our objectives for Mathematics in the Foundation Stage are to:

- Encourage children to participate and discuss mathematical activities using mathematical terms;
- Approach number activities with enthusiasm and confidence;
- Enable children to initiate activities within a carefully planned environment that promotes and extends mathematical thinking;
- Help children to see themselves as mathematicians;
- Encourage mathematical development through careful intervention during play, e.g. I wonder if we have enough plates? How many pairs of socks can you find?
- Maintain enthusiasm and confidence when the recording of mathematics begins, valuing children's own methods of graphic and practical explorations;
- Plan a range of meaningful mathematical opportunities and provide a variety of resources to discover new words, ideas and concepts;
- Make good use of opportunities to talk 'mathematically' during play and group times, supporting bilingual children by valuing knowledge of problem solving, reasoning and numeracy in the language/communication system used at home;
- Develop children's thinking by showing an interest in methods;
- Encourage children to problem solve exploring number, counting and calculating;
- Consolidate and extend learning through fun games, stories, number rhymes, songs and imaginative play;
- Allow time for children to revisit, repeat and practise mathematical skills and knowledge;
- Ensure that mathematical resources are readily available both indoors and outside;
- Exploit the mathematical potential of outdoors, enabling children to discover things about shape, distance and measures through physical activity.

Understanding of the World

This area focuses on children's developing knowledge and understanding of their own environment, through learning about people, culture and communities, past and present and the natural world. It forms the foundation for later work in Science, History, RE and Geography.

'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 their 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 or 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. 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.'

Development Matters DFE 2021.

Our objectives for the Understanding the World in the Foundation Stage are to:

- Encourage children to explore, observe and describe practical experiences, experiment, predict and make decisions;
- Enable children to gather information by questioning, observing, talking to visitors and making visits;
- Encourage children to discuss their findings, describe experiences and speculate future findings, enabling children to rehearse and reflect upon their knowledge and to practice new vocabulary;
- Encourage children to investigate places, objects, materials and living things using all their senses as appropriate;
- Provide opportunities for children to be curious, enthusiastic, experimental, solve problems, pose questions, use reference skills, adopt appropriate language and be conscious about health, safety and hygiene;
- Teach skills and knowledge giving time for children to learn in depth, using correct terms;
- Use careful questioning to extend children's thinking and learning;
- Interact and support children by encouraging them and helping them to learn from their mistakes;
- Provide opportunities that help children to become aware of, explore and question, issues of difference in background, gender, ethnicity, language, religion and culture and in special educational needs and disability issues;
- Use parent's knowledge to extend children's experience of the world;
- Encourage children to respond to carefully framed open ended questions – "What would happen if.....? How can we"?"

Expressive Arts and Design

This area focuses on the development of the child's imagination and her/his ability to communicate and express ideas and feeling in creative ways. It incorporates exploring and creating with materials. Creativity is fundamental to successful learning.

'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 in developing their understanding, self-expression, vocabulary and the 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.'

Development Matters, DFE 2021.

Our objectives for Expressive Arts and Design in the Foundation Stage are to:

- Provide a stimulating environment in which creativity, originality and expressiveness are valued;
- Allow children time to explore and experiment with ideas, materials and activities;
- Encourage children to express themselves using all their senses as appropriate;
- Interact with and support children in developing confidence and independence in making choices;
- Enable children to make their own choices;
- Value children's ideas and comments about how the arts make them feel;
- Provide resources from a variety of cultures to stimulate new ideas and different ways of thinking;
- Be sensitive to children's specific religious or cultural beliefs relating to particular forms of art or methods of representation;
- Encourage children to use appropriate vocabulary;
- Provide good quality resources and artefacts;
- Enable children time to explore, develop their ideas and see projects through to a satisfactory conclusion;
- Provide opportunities for children with specific needs to have access to artefacts and materials;
- Provide opportunities for children to work alongside artists and with creative adults.

Characteristics of Effective Learning

Through regular interactions, we will discover children's interests and assess what children know. Also fundamental to our practice is to assess how children learn and reflect on different rates of development, adjusting practice appropriately to meet

children's needs. This will be assessed using the Characteristics of Effective Learning which are:

'Playing and exploring – engagement

Children investigate and experience things and events around them and 'have a go'.

Active learning – motivation

Children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.

Creating and thinking critically – thinking

Children have and develop their own ideas, make links between different and experiences and develop strategies for doing things.'

Statutory framework for Early Years Foundation Stage DFE 2021.

Teaching and Learning Style

At Hopton Primary School we acknowledge that knowledge, concepts, skills and attitudes need to be considered when planning the curriculum. The knowledge we want the children to learn is acquired through the areas of learning and experiences offered. It is related to the development of the concepts, skills and attitudes the children will acquire within the curriculum. As the children begin to understand the world around them, they will begin to form concepts. We require the children to develop skills, which are related to the activities in the curriculum. The children require these as they participate in relevant activities, which enable them to learn. The environment and the adults around them will influence the attitudes that the children form. The Foundation Stage curriculum encourages positive attitudes to learning.

We acknowledge that within the Foundation Stage each child:

- Needs to develop a positive disposition to learning;
- Has a different rate of maturing;
- Has a range of different experiences, needs and interests;
- Is unique and must be respected as an individual.

We recognise that for young children to learn effectively they need:

- To feel safe and secure;
- To be able to learn at their own rate and through their own style;
- To be able to explore, experiment and discover resources and the environment through play;
- To have the time to revisit, repeat and practise;
- To be involved in first-hand experiences and problem solving;
- To observe and ask questions;
- To be interested, motivated and excited;
- To have quality interaction with practitioners who are able to support and extend their learning;
- To feel that all their efforts are valued;
- To be able to initiate their own learning, exploring areas of personal interest;

- To have opportunities to talk about their interests and experiences;
- To have parents and practitioners who work together to support learning.

We recognise that a range of approaches must be employed when delivering the Early Years Foundation Stage Curriculum. Such approaches will include:

- Well-planned activities, which challenge the children and actively bring them on in their learning, with as much 'hands-on' practical experience as possible;
- Direct teaching of skills and knowledge;
- Children teaching each other, using child 'experts' to impart their skills and knowledge to others and becoming more secure in their own abilities as they do so;
- Quality discussion in a variety of settings, between practitioner and whole class, smaller groups and individuals, and in role-play settings;
- Regular practise of basic skills and consolidation of routines;
- Practitioners encouraging children to plan and direct their own learning, giving many opportunities to explore their ideas and interests in depth, initiating activities and discussion with practitioners and other children;
- Practitioners who model a range of positive behaviour;
- Practitioners who use rich language, recognising that their model is the main way of teaching new vocabulary and developing linguistic structures for thinking;
- Practitioners who use conversation and carefully framed questioning to develop knowledge;
- Careful planning of the continuous curriculum to allow for learning opportunities;
- Well planned observations, identifying the next step in children's learning;
- Assessing children's development and progress, recognising a parent's role in this process.

We recognise that children learn at different rates and that within the unit the children will have a wide range of experiences and abilities. We therefore provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks that are open-ended and can have a variety of outcomes;
- Providing a range of resources to support tasks;
- Providing support in the role of an adult or another child;
- Grouping children by ability and setting different tasks for different ability groups.

6. Role and Responsibilities

Foundation Stage Leader

The monitoring of planning, standard of children's work and the teaching within the Foundation Stage is the responsibility of the Foundation Stage Leader. The role of the

Foundation Stage Leader also involves keeping up to date with current developments, supporting colleagues in the development and implementation of plans, assessment and record keeping. The Leader should provide a strategic lead and direction for the Foundation Stage, monitoring progress and advising the Head teacher of action needed.

EYFS Practitioners

The teachers, nursery nurses and support staff working within the Foundation Stage are responsible for the day-to-day implementation of this policy. This involves reporting concerns about the learning environment, resourcing and the specific needs of children/families to the EYFS Leader. Teachers are required to plan appropriate learning opportunities for all children and to intervene to ensure that all children progress across all areas of the curriculum to the best of their ability. All staff are responsible for maintaining a quality learning environment where children feel safe and secure. All staff are expected to be good role models and promote a love of learning.

7. Aspects

Play

We acknowledge the great importance of play, and active learning in the Foundation Stage. Play is totally absorbing, extremely serious and a natural desire for young children. The role of the practitioner is crucial for planning and resourcing a challenging play environment, supporting learning through play activity, extending and supporting spontaneous play and extending and developing language and communication during play.

‘Children need places to play, objects and materials to play with, time to play, and most importantly, people who help them to play. Well planned play leads practitioners to support and extend children’s play through their teaching – a powerful way of helping children learn in early childhood. Play helps children to make good use of their learning, so that they can use what they know to learn more.’

Learning Through Play, Tina Bruce 2011, Hodder and Stoughton.

We acknowledge that:

‘Real play is owned by the child. It is not necessarily planned. It has a more reactive element that has wildness and spontaneity at heart. It can’t be confined. It shouldn’t have constraints. It is a choice, it is vitality. Play is creativity, it is abandon. It is risk, collaboration, interpretation and reinterpretation. Its meaning is infinite and its importance cannot and must not be ignored.’

Can I go and play now? Greg Bottrill, 2018.

Planning

Practitioners will do all they can to ensure that the children enjoy their Early Years Foundation Stage Curriculum. To ensure this, practitioners must be aware of the abilities, interests and needs of children in the class when planning activities. All children must be given opportunities to succeed and to derive satisfaction from a sense

of achievement, and to show their achievements to other children and to adults in the school.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. To do this, practitioners refer to the characteristics of effective learning.

There are three stages of planning for the Foundation Stage:

- Long term planning – identifies the learning on offer throughout the year through the continuous provision;
- Medium term planning – identifies learning intentions and what themes may be covered within a term, with notes to link enhancements, experiences and activities whilst allowing for the flexibility to follow children's interests;
- Short term planning – identifies specific learning targets for the week, identifies adult time and involvement in developing learning towards identified goals, both through continuous provision, enhancements and focused activities.

We recognise that it is important within the Foundation Stage for timetabling to be flexible with the minimum of interruptions to the children's activities, there should however, be some overall pattern to the day or session to give the children a sense of time and help them feel secure. There should be a balance between adult initiated and child-initiated activities. Children should have lots of opportunities to make choices and decisions and to take some responsibility for their learning, through spontaneous play. As children progress through EYFS, moving into the reception year (F2), there will be an increasing focus on adult led learning throughout the year.

Assessment and Recording

Formative assessment (ongoing) plays an important part in enabling practitioners and parents to identify achievements made, obstacles to learning, to provide an all round picture of the child and their interests. This information informs future planning. Assessment also contributes to the overall evaluation of the quality of provision.

'Stand aside for a while and leave room for learning. Observe carefully what children do and then, if you have understood well, teaching will be different than before.'

Loris Malaguzzi (Reggio Emilia 1994)

The EYFS framework 2021, has clear guidance to 'reduce workload expectations'. At Hopton, children's progress will not require staff to collect excessive observations, photographs and samples of work to create lengthy early learning journals.

'When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgements and should not be required to prove this through collection of

physical evidence.'

Statutory Framework for the Early Years Foundation Stage, DfE, 2021

'Wow' moments of personal significance of progress and achievement will be recorded on Tapestry, an online learning journal. This recognises the uniqueness and individuality of each child. Parent/carers have constant password protected access to Tapestry, being able to add comments and their own 'wow' moments to their child's journal.

Reception Baseline Assessment (RBA)

The RBA is a short statutory assessment taken in the first six weeks in which a child starts in F2. At Hopton Primary School, this assessment is carried out by the EYFS Leader for all children. The assessment covers early mathematics, literacy, communication and language. There is no expected standard, children do not pass or fail. The results of the assessment are not shared with school/parents, they are stored by the DfE. The purpose of the assessment is to form a starting point for cohort level school progress measures. Data from the RBA is compared to Key Stage 2 outcomes, seven years later, to form an overall progress measure of the school.

Starting points for progress

During the first half term on entry to either F1/F2, practitioners assess the ability of each child through daily interactions, observations and planned activities. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programmes for individual children and groups of children. These first assessments also take into account any other records we receive from previous pre-school settings, parents and childminders.

Checkpoints

For each of the seven areas of learning across the EYFS, there are observation checkpoints describing what children are typically expected to be able to do at age of 3 and age 4 years.

These check points enable practitioners to notice if children are at the risk of 'falling behind'.

Where practitioners have concerns about a child's progress in reference to these check points, parents/carers will be informed. Practitioners will then work in consultation with parents/carers to plan for activities to support children to succeed.

Early Years Foundation Stage Profile

All children are assessed against the Early Learning Goals during the final term of the F2 year (in June). The ELGs are the expected levels at the end of the EYFS. The profile creates a well-rounded picture of a child's knowledge, understanding, abilities, including their readiness for year 1.

Judgements are made reflecting on practitioner's own knowledge and professional judgements of the child.

At the end of the final term of a pupil's Reception Year, the local authority may request a summary of these assessments. The child's next teacher uses this information to make plans for the year ahead. We share this information at parental consultation meetings and in the end-of-year report.

The Learning Environment

Both our F1 and F2 class areas are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, be creative etc. Children have access to both the inside and the outside environment at various points in the day, which is known to have a positive effect on the children's development. The Early Years Foundation Stage pupils have their own outdoor area with sand or water, climbing equipment, bikes, writing opportunities, mud kitchen, construction and role play. Spending time outdoors offers opportunities for exploring and learning things differently to when pupils are indoors and gives things a different perspective. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily. In both F1 and F2 children are invited to a taster session before their official start date. Staff are on hand to meet and greet parents with their children and answer any questions they might have. In F1, parents are encouraged to come in and settle their children at the beginning of sessions. Towards the end of the year, as children are getting ready to join school full time, teachers will encourage more independence.

Parents of all children starting in the next academic year will be invited to an induction meeting in the summer term to meet their child's new teachers and other key staff. On request, where children have more specific needs, families are offered a home visit. The induction meeting is an opportunity for staff to:

- To go through the Foundation Stage handbook
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Answer any questions parents might have about starting school
- Explain the arrangements for starting school in September
- Talk to the parents about the school and Government expectations at the end of the EYFS.
- We also try to visit any settings that are sending children to us.

Safeguarding & Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the

adults caring for them.'

Statutory framework for Early Years Foundation Stage DFES 2021.

At Hopton Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (More information can be found in the school's safeguarding policy)

Healthy Eating

All children, in F1 and F2, are provided with a healthy snack each day as well as being given the choice of a drink - milk and water. They have access to water at all times. For those children that do not like water or milk, a named bottle of flavoured, clear, still water may be provided by home. School dinners are provided for free for all children in F2 and menus are sent out termly for parents to see and choose from.

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. 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. We actively encourage parents to start helping their children become independent with these tasks as soon as they start in F1.

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

When a child has required assistance with their care, the incident is logged and parents

are informed via a private class dojo message. Adults providing intimate care are supervised by another adult either in the room or through the vision panel in the door. Children in receipt of regular support for intimate care will require an intimate care plan.

Equal Opportunities

We acknowledge the importance of all children having access to the Foundation Stage Curriculum. It is important that stereotypical comments and behaviour which devalues others are challenged. Within the unit, a wide range of resources are used that provide positive attitudes, raise awareness of other cultures and backgrounds.

Special Educational Needs and Disability

At Hopton Primary School we believe that all children have an entitlement to a broad and balanced curriculum. Throughout the Foundation Stage, curriculum activities are matched to the individual needs of a child. When concerns are raised in response to specific children, informal observations and assessments are made by the SENCo (Special Educational Needs Co-ordinator) and Foundation Stage practitioners. These are used to identify specific individual needs in terms of classroom organisation, teaching materials and the level of support required.

Intervention through Quality First Teaching and SEN support may lead to the creation of an IP (Individual Plan) for children with special educational needs. Where necessary advice from outside agencies will be sought to inform learning programmes. For children who have regular involvement of outside agencies, a collaborative document called a 'My support plan' will be created.

Parents as Partners

At Hopton Primary School we recognise the importance of establishing effective relationships with parents/carers in ensuring the children achieve their full potential. Parental involvement is actively encouraged. Parents are encouraged to come into class with their children in the morning prior to the school day giving them opportunities to discuss any concerns with staff. Staff ensure that parents are well informed about the curriculum their child is experiencing through newsletters and information on the school website. Staff take the opportunity at the end of the day to talk to parents about significant achievements or any concerns.

Throughout the year, parents are invited to attend workshops that help support their child's development at home, allow them to work with their child in school and gain an understanding of the curriculum and teaching methods used.

We acknowledge that parents/carers/families need:

- To have opportunity to discuss their child's progress and raise any concerns;
- Access to their child's early learning journal and feel able to contribute to it;
- To respect and understand their role in their child's education;

- Recognition for their past and encouragement for their future involvement;
- To be informed about the content of the curriculum;
- Information about the philosophies and teaching methods used in the EYFS;
- To feel welcome and valued within the EYFS;
- The opportunity to bring their own expertise and knowledge to support learning in the EYFS;
- To be provided with relevant learning activities and play activities to be taken home.

Key Person

Each child will have a key person. This person is the first point of contact at school for families to discuss their child's progress or share any concerns. A key person's role is to help ensure that children's needs are met. In F2, the key person is usually the class teacher. For children in receipt of 1:1 support for SEND, the key person may be the named support. In F1, a child's key person may be a teacher or nursery nurse. All key person practitioners at Hopton Primary School are trained in either early years education and/or child development.

Monitoring and Review

The Early Years Leader is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan as necessary.

This policy was reviewed in Autumn 2023 and will be reviewed annually.