



**Hotham Primary School**  
**Early Years Foundation Stage (EYFS) Policy**  
**Autumn 2021**

| <b>Ownership and Consultation</b>      |   |
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## Aims and Principles

Our Early Years Foundation Stage seeks to provide a provision in line with the EYFS Statutory Framework 2021.

That is:

- ✓ Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- ✓ A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- ✓ Partnership working between practitioners and with parents and/or carers
- ✓ Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The principles we adhere to also align with those of the EYFS Statutory Framework 2021.

These are:

- ✓ Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- ✓ Children learn to be strong and independent through positive relationships.
- ✓ Children learn and develop well in enabling environments 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.
- ✓ Importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

## Legislation

This policy is based on the requirements set out in the EYFS Statutory Framework 2021.

## Structure of the Early Years

The Early Years Foundation Stage at Hotham Primary School is made up of three classes: two reception classes and a nursery class.

The Nursery offers both the 30-hour entitlement (full-time) and the 15-hour entitlement (part-time). Our part-time sessions are made up of two whole days and one half day; either Monday, Tuesday whole days and Wednesday morning or Wednesday afternoon and Thursday, Friday whole days.

At Hotham, the organisation of staff time supports the delivery of the whole curriculum. Both Nursery and Reception have sufficient support staff to ensure the needs of all pupils are met.

The EYFS is led by our Early Years Phase leader who leads teaching and learning across the phase, and facilitates the Early Years staff in ensuring the highest possible standards in the setting. The post-holder sits on the school's Senior Leadership Team (SLT), meaning they have appropriate influence on strategic decision-making in the school.

## Our Curriculum

At Hotham Primary School, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education.

Our Early Years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS. This includes 7 areas of learning and development that are inter-connected. Three 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 four specific areas:

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

The Development Matters statements are used to inform planning. This is enhanced with more challenging objectives to ensure all children are challenged and best prepared for the next stage in their education.

We plan our provision in a number of ways. This includes:

**Adult Led and Focused Activities:** Activities are carefully designed to be open-ended and allow personalisation through skilled adult facilitation. They are mainly completed in small groups.

**Enhanced Provision:** Designed predominantly to encourage independent learning, this is carefully planned and resourced to enhance learning about a topic. It usually takes the form of role-play areas, interest tables, games, props and topic books.

**Continuous Provision and Child Led Activities:** The indoor and outdoor classrooms are equipped with resources that allow children to make their own decisions about what they explore and learn. Adults can, if appropriate, facilitate a child-initiated activity by making suggestions or providing equipment. Play is an essential part of learning as it enables children to internalise and make sense of their world.

**Carpet time:** The children come together as a class to share songs, stories and learn concepts together. Time spent learning together on the carpet increases throughout the year.

**Phonics:** Phonics is taught through the Letters and Sounds Programme across the Early Years. We teach reading initially by encouraging children to learn the letter sounds with a multi-sensory approach. We look at the letter, listen to the sound, say the sound together and use actions. In nursery, the children learn Phase 1 phonics in the autumn term and Phase 1 and 2 in the spring and summer terms. They learn this through carpet time and small group activities, beginning to explore blending them into CVC words in the summer term. In Reception, children continue to learn more complex sounds with a greater emphasis on reading and writing words (see the school's Phonics Policy).

We use a range of phonics-based reading books. Children will start with picture books then move on to phonics readers matched to the level they are reading at. The children read these books both at school and at home and these are changed on a weekly basis. Parents are encouraged to regularly share comments in a reading record book about their children's reading.

**Enhanced French Provision:** At Hotham we also have an enhanced French provision. The children begin to learn French through songs, stories and repeated phrases such as commands. This is introduced gently in Nursery and more rigorously in Reception. Children focus on learning French through five areas:

- Communication – repeated phrases (*levez-vous, asseyez-vous* etc.)
- Music – singing songs to help the children learn phrases and vocabulary
- Literacy and Numeracy – joining in with stories and counting activities
- PSED – *bonjour, au revoir, c'est à moi, c'est à toi*.
- Immersion – bilingual staff using opportunities to speak entirely in French, modelling language that the children are currently learning, with actions to support their understanding.
- The Reception classes spend around 20% of the time in school using French. This approach is continued into Year One and through the school

The children also have a timetabled music lesson with a specialist music teacher, which is taught in both French and English for the Reception classes.

The Early Years Phase Leader monitors each teacher's planning, teaching and assessment, as well as the management, upkeep and renewal of resources.

## Assessment

Assessment is an integral part of the learning and development process at Hotham. Staff continually observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and to provide support and enrichment for the curriculum. Practitioners also take into account observations shared by parents and carers.

During the first six weeks of the school year, pupils complete the statutory Reception Baseline Assessment (RBA). This information is shared with the local authority and is used to track pupils' progress as they move through the school.

During each term we invite parents into school to share progress and attainment, and discuss how best to support them in reaching their full potential. Parents or the school may ask for a meeting at any point in the term to address any areas of concern and put any support in place if needed.

The children's profiles reflect ongoing observations by all of the Early Years Team and discussions with parents, carers, other professionals and any other agency working with the child. The Learning Journeys include work samples, photographs and contributions from parents. These are dated and where possible next steps given. The results of the profile are then shared with parents and carers in an end of term report.

The Phase Leader also analyses data collated on Insight every term. We input assessment data on entry to the setting and then every term after that. This is coupled with pupil progress meetings, in which teachers discuss the pupils in their class, the progress they are making, and any additional provision or support which needs to be put in place. Assessment is also analysed and shared with school leaders and governors.

At the end of the EYFS, staff complete the EYFS Foundation Stage Profile (EYFSP) for each child. Reception teachers use a range of source materials to make a judgement for each child against the 17 Early Learning Goals (ELGs) indicating whether they are:

- Meeting expected levels of development (expected)
- Not yet reached expected levels of development (emerging)

EAL children are assessed on their use of English for Communication, Language and Literacy but can be assessed in their home language for other Areas of Learning. Children with Special Educational Needs and Disability who are at emerging will have their achievement described in relation to earlier developmental matters statements and if applicable using any specific assessment already in place for the child.

## Transition

We believe that a smooth transition, both from Nursery to Reception and Reception to Year One, is key to children's learning. At the end of each year a thorough hand over of pupil information is completed between all transferring classes. This includes attainment and progress, disability and SEN information, medical needs and any other information that the teachers need to know.

Our nursery children have free flow between Nursery and Reception classes so are very familiar with their new setting by the time they move into Reception.

By the summer term, Reception children have opportunities to learn in a more formalised way for a proportion of the day through Phonics, English and Maths. The day is timetabled to allow the children to apply their learning together in a more sustained way, as well as continuing to lead their own learning through the Early years settling as they have done all year. Families are invited to a transition meeting to gain a greater understanding of how the children will be learning in Year One and to have the opportunity to meet the new staff.

## Inclusion

Personalised learning is used throughout the EYFS classes. Activities are differentiated to ensure all pupils are challenged and supported. Regular assessments ensure the team have a strong understanding of every child. Children with a Disability and Special Educational Needs are provided with additional support and an adapted curriculum to meet their needs. Children are given Provision Maps and teachers meet regularly with families to review and reset targets. Outside support from external agencies is welcomed and built upon in class.

Children with English as an additional language also receive extra support. This is done in class and it is carefully planned to reflect what their peers are doing.

## Admissions

### Nursery

Hotham Primary School arranges and completes admissions into the Nursery class according to the school's Admissions Policy, which can be accessed on the school website.

Parents are invited to a welcome meeting in June/July to give them the chance to meet staff and hear about the routines and expectations in Nursery. In September the children are then invited to a stay and play session so that they can meet the staff and familiarise themselves with the setting. To ensure children settle quickly, families are invited to a 1:1 meeting on their child's first day; where the families get to speak to the teacher and stay with their child to play in the nursery. The meeting is used to ensure that staff and parents are agreed on a routine for settling in and a chance to share any personal, medical and SEND information. Children attend no more than one session a day, (3 hours) for the first two weeks. This is to allow a calm and happy settling in process for all children.

### Reception

Wandsworth Borough Council arranges and completes the admissions process and also maintains the waiting list.

Reception parents are invited to a welcome meeting in June/July to give parents the chance to meet staff and hear about the routines and expectations in the Reception classes. There is also a curriculum meeting in October, once the children have settled, to give further information. Children new to our school are invited in for a taster session in the summer term so they can meet their teachers and familiarise themselves with their new classrooms. Children moving from Nursery are given numerous opportunities to work within the Reception classes, as well as the outdoor space they have been using all year. The children's start dates are staggered to help the children settle quickly and the children begin a full time timetable at the beginning of the second full week.

## Parents and Carers

At Hotham we firmly believe that parents make up a pivotal part of the team. A positive home school partnership is essential in ensuring that each individual feels safe and secure in the setting. We endeavour to nurture an open line of communication between parents and staff to ensure that all children have the best start to their education.

Communication with parents happens in many ways:

- Weekly Highlights – to share what we have been learning that week and any special notices
- 'Stay and Play' sessions in Nursery
- Twitter
- Whole school newsletter
- Project outcome sessions in the Reception classes
- Formal Parents Evenings and informal open classrooms throughout the year
- Christmas and Easter singalongs and class assemblies are an opportunity for parents to come into the school and celebrate the children's learning.
- Curriculum leaflets

There are always staff available to talk at pick up and drop off for small things; however, if parents would like to discuss anything in detail or of a confidential nature, an appointment or phone call will be arranged as soon as possible. Appointments can also be made with the Phase Leader if a concern cannot be resolved by the class teacher.

At Hotham we encourage parents to be strongly involved with their children's learning. We advise that parents read with their children for at least five minutes every day. Books are sent home every week to everyone in the Early Years. In Nursery, children get weekly activity ideas included in their Highlights newsletter which they can do at home. Reception children take home letters and sounds activities, have access to activities on Google Classroom and take home reading books appropriate to their reading level once they are ready.