



Hughenden Primary School

EYFS Policy

This policy will be approved by the Governing Body on 14/11/2024

This policy was updated Autumn 2024

It is due to be reviewed in Autumn 2025



Hughenden Primary School

Early Years Foundation Stage (EYFS) Policy

“At Hughenden Primary School, our principal philosophy is that learning should be enriched so that we are developing the whole child and supporting their potential, going beyond academic achievement alone. We want to empower our pupils to discover, to be independent and to be ambitious for themselves through providing them with a solid bedrock on which to thrive. Lastly, we want to ignite a lifelong love of learning through fostering talent, discovering new passions, and displaying curiosity and aspiration in everything we do.” (Behaviour Policy 2024)

The aim of this policy is to ensure the children who enter our Early years provision at Hughenden Primary School, can access a broad range of learning opportunities, enabling them to develop the necessary knowledge and skills required to become confident and competent learners, throughout their academic journeys. We will ensure a consistent approach to quality teaching to provide and enable *all* children to learn and develop and to ensure no child gets left behind. Every child is included and supported through equal learning opportunities and any additional needs or barriers to learning are identified within a timely manner upon arrival to our school.

This policy encompasses the expectations of the ‘Early Years Foundation Stage Statutory Framework 2023’ inclusive of changes effective from January 2024.

Structure

Here at Hughenden Primary School, our Early Years department consists of Hoppers Pre-school and our Foundation class (Reception)

Throughout the academic year, we learn as individual classes but also work collaboratively as a year group to give the children the opportunity to socialise and interact with each other, and form constructive relationships with staff. We believe this proves for a smoother transition in the September in which the pre school children will be starting school.

We have access to a lovely outdoor learning environment, which the children regularly access. Here they can build dens, explore natural materials, and develop those key gross motor skills and muscles.

Our Pre-school caters for up to 16 children aged three and over. They can start with us the term after their third birthday. We offer, morning, afternoon and full day sessions, five days a week. Families have the choice of what days to send their child, but we do ask that there is a minimum of two days taken. This can be two full days or split into two mornings/two afternoons for example. Any additional hours taken outside of funding is charged at an hourly rate of £6.50 per hour. In addition to this, the lunchtime supervisory charge of £3.50 is applied if children stay for the whole day or up to and including the lunchtime period.

We are lucky enough to be able to provide wrap around care for our preschool children with, 'Friends at Play' and they offer both breakfast and after school club.

Curriculum

At Hughenden Primary School, we endeavour to provide the children with the best possible start to their educational journey. We offer a well-balanced curriculum with both play and structured, adult led opportunities. We know children are naturally inquisitive and this should be nurtured, they learn best through doing what they enjoy, so giving the children opportunity to play and explore, be actively involved, think critically and create their own scenarios are fundamental to developing the skills that enable them to achieve and embed a sense of self, a positive attitude to learning and language acquisition. We centre our learning opportunities around the seven areas of development, these are split into the 'Prime Areas' and 'Specific Areas,' they include: -

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

They are all equally important and embedded throughout our provision.

Planning

Our planning is governed by the children's individual needs and interests. Staff consider not only what the children can learn but also *how* they learn. The planning process gives careful consideration to what the children's interests are at that time. We ensure that there is ample opportunity for independent exploration and enjoyable play experiences. The seven areas of development are intertwined throughout the planning process and a broad range of purposeful and engaging activities are implemented to support these. We have a more targeted approach to maths and English using schemes that the school follows, however, the essence of early years is embedded throughout and taught for each individual stage of development.

Teaching

Our early years team are warm and nurturing. The children are supported through quality interactions and guidance when needed. We scaffold children's learning through communication and enabling environments, giving space and freedom to play and explore and 'join in' when appropriate. We use varied approaches to 'teaching,' it is a combination of playing alongside them, modelling behaviour, leading by example, and guided direct teaching. We have a proficient level of understanding and experience of child development which enables us to be responsive to each individual child's needs. As the children grow older, heading towards the end of early years, our approach changes slightly and more formal teaching is implemented in preparation for year one.

Assessment

Our assessment process is continuous. Our early years team have a good understanding of child development, this enables us to support children when they need it but also to step back and observe.

On entry to Hughenden Primary School, whether through our Preschool or Reception class, our team initially collaborate with parents to 'build a picture' of their child. The prime areas are the focus in Pre-school, and we work closely with parents to help support our youngest children with this transition and assess how they are developing within the prime areas.

On entry to our Reception class (Foundation) the statutory 'Reception Baseline assessment' is conducted within the first six weeks of term. This is a short assessment administered by the Class Teacher.

Throughout the academic year, the children will be observed and assessed through observations and interactions with teachers and staff within early years, taking note of what children know and can do. This is done whilst staff are interacting with the children and does not take the adult away from the moment. These opportunities help to inform practice and therefore planning is based on the needs and interests of the children.

At the end of the academic year, early years staff will complete the 'Early Years Foundation Stage Profile' (EYFSP) for each child. The profile consists of 17 'early learning goals' that the children are assessed against, and these results indicate whether the child is:

- Meeting the expected level of development
- Not yet reaching the expected level of development

The profile is inclusive of discussions with parents and ongoing reflections and observations of the children by staff.

The results are moderated internally and with other schools to gain perspective as to how children learn collectively and to ensure the process is fair and provides consistency throughout. The result of the profiles is then shared with parents and with the Local Authority.

Working with Parents

At Hughenden Primary School, we value the relationships that we have with our parents. We build on these to make them strong and respectful, communication is regular, clear, and transparent, and this is key in supporting children to thrive. Parents know their children best and the most effective way to support the children's learning is through collaboration between the parents and our setting.

We use Class Dojo as a form of communication. Messages and information as well as photos of the children learning are shared on this platform on a regular basis and is helpful in staying connected. Equally parents can share photos or key bits of information that may be useful in supporting their children.

Behaviour

From birth to age five, children are constantly developing emotionally, they are learning to retain the information they receive, to focus their attention, for example, listening to stories or following instructions and inhibit impulsive behaviours (Executive Function)

Children in our early years provision are supported to make good choices and 'think' about the choices they make. We encourage children to consider the emotions and feelings of others and regulate their feelings accordingly (self-regulation). By developing the ability to do so, the children concentrate better, pay attention to what they are doing, what they want to do, or plan to do next. If they are met with a difficulty this ability gives them the tools to control strong feelings and develop a resilient attitude.

Safeguarding and Welfare Procedures

Throughout their time in Early Years, the promotion of eating a well-balanced diet and getting plenty of exercise will be encouraged through discussions about:

- Eating Healthily – Discussion and interactive activities around fruits and vegetables and what it means to have a healthy diet.
- Oral Health – The importance of brushing our teeth and the effect of eating too many sweet things.

Additional safeguarding and welfare procedures can be found in the school's safeguarding policy.

Monitoring Arrangements

This policy will be reviewed and approved by Headteacher every 3 years, or when there are changes in legislation. At every review, the policy will be shared with the governing board.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding Policy and Procedures	See Child Protection and Safeguarding Policy
Procedure for responding to illness	See Health and Safety Policy
Administering Medicines Policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	See Complaints Policy
Behaviour	See Behaviour Policy