



EYFS (Early Years Foundation Stage) Policy

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1. Aims

This policy aims to ensure:

- Children access a broad and balanced curriculum, which provides a 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 and will reach their full potential.
- A close partnership between practitioners and parents/carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

At Heber we commit to:

- Supporting children in becoming independent, motivated and excited learners who embrace an ethos of challenge.
- Having a high focus on the prime areas of the Foundation Stage Curriculum, as these important skills have an impact on and transfer to the other areas of learning.
- Fostering an environment of resilience and positive mindset.
- Building positive relationships with the children through the use of a key worker system.
- Using the local environment to enrich learning and to ensure all children have the same opportunities.
- Ensuring that all children feel included, secure and valued.

Principles of the EYFS

The EYFS is based on four overarching principles:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

2. Legislation

This policy is based on requirements set out in the 2024 statutory framework for the Early Years Foundation Stage (EYFS). See link:

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

3. Structure of the EYFS

Our EYFS setting covers children in Nursery and Reception year groups aged three-five years old.

Nursery

The Heber Nursery school day is 9.00am-3.30pm.

We offer part-time sessions as follows:

- Monday & Tuesday 9.00am - 3.30pm and Wednesday 9.00am – 12.00pm
- Wednesday 12.30pm - 3.30pm, Thursday & Friday 9.00am - 3.30pm

We also offer full time sessions:

- 9:00am – 3:30pm, Monday - Friday

Applications for Nursery places are handled by the school's Administration Officer. We welcome children to our Nursery in the academic year during which they turn four. Most children start in the Nursery in the main intake point in September. If spaces do become available later in the school year, we will make offers to the next person on the waiting list.

All parents and carers are entitled to 15 hours free childcare, funded by the government. Subject to availability, this can be a place for Monday – Wednesday (2.5 days) or Wednesday – Friday (2.5 days).

If you are applying for a full-time place, the fee payable is dependent on eligibility for the government's 30 hours government funded childcare offer. We are proud to be supporting this initiative. Please check your eligibility using the link below.

www.childcarechoices.gov.uk

For the most up to date Nursery fees, please check our website:

[Heber School Admissions](#)

Reception

We welcome children to our Reception year in September, in the academic year that they turn five. The process is managed by Southwark Council and applications must be made through the local authority. Heber is a community primary school and therefore places are allocated based on Southwark's admissions criteria which can be found on their website. We advise parents/carers to read the guidance carefully. Applications should be made by the deadline date in January prior to the next September intake. Please follow this link to apply:

<https://www.eadmissions.org.uk/eAdmissions/app>

Or for further information: Tel: 020 7525 5337

Email: schools.admissions@southwark.gov.uk

4. Curriculum

Our early years setting follows the curriculum as outlined in the Statutory Framework of the EYFS. The EYFS framework includes seven areas of learning and development that are equally important and inter-connected, and provide a framework for planning, teaching and assessing in early years settings. However, 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:** Children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.

- **Physical development:** Children will be provided with opportunities to develop fundamental skills in both their fine and gross motor movements; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development:** To help children develop a positive sense of themselves and others; forming positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.

The prime areas are strengthened and applied through four specific areas:

- **Literacy:** Children will be taught to link sounds and letters and to begin to read and write and develop their reading comprehensions skills. Children will be given access to a wide range of reading materials to ignite their interest.
- **Mathematics:** Children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Understanding the World:** Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design:** Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

4.1 Planning - Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to plan activities that provide a broad and balanced curriculum. Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.

The organisation of the environment reflects the importance that is placed on children learning through play and first-hand experiences, developing independence and having opportunities to initiate and follow their own activities. The environment is designed for children to self-select, but also have access to carefully planned activities in the classrooms and outside.

The learning environment is reviewed on a daily basis as part of the planning process. Pupils have access to the outdoor area throughout the day. All areas of the curriculum are catered for in the outdoor provision. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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.

5. Induction and Transition

A successful transition means the child settles quickly into school, learning and developing from their first day. To support this process, we offer a number of transitional procedures. These include:

- Welcome meetings for all new Nursery and Reception parents/carers.
- Stay and play sessions in both Nursery and Reception.
- School tours where parents are invited to see the whole school.
- Invitations to school events, including Heber Parent and Friends run events.
- Home visits are offered to all parents/carers at the beginning of the Autumn Term.
- A staggered start in both Nursery and Reception. This allows the adults to support children settle into their new environment with a lower child to adult ratio. This can be adjusted to meet the needs of the child and in agreement with parents/carers.
- A key worker system across the whole the EYFS.

Transition will be successful if:

- Practitioners know each child, including their interests and needs and practitioners have formed a relationship with each family.
- Children are familiar and happy with their new school environment, its routines and expectations. Children have met and formed positive relationships with their peers

5.1 Transition to Year 1

Transition to Year 1 begins in the summer term of Reception year. The children will have opportunities to meet their new teacher and visit their new classroom. Their new teacher will also visit them in their current Reception environment. We plan an afternoon where the whole school transitions to their new classes. During this term, parents/carers are invited to a transition meeting specifically for Reception. This is led by the Early Years Foundation Stage Leader and the Key Stage 1 Phase Leader. This will outline the changes to the curriculum, daily routine and year group expectations. In the first half term of Year 1, the environment and curriculum will mirror that of the Foundation Stage. Alongside this, children will be working in small groups, focusing on the Year 1 national curriculum expectations where appropriate. As the term continues more structured learning is gradually put into place.

6. Assessment

At Heber, 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, which include photographs, captions, work samples and recorded observations, are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

Learning journeys are compiled using evidence from:

- Long observations
- Short incidental observations
- Photographs and captions
- *Wow Voucher* contributions from Parents and Carers
- Guided pieces of work
- Independent pieces of work (writing, maths work, drawing, pictures)

Whilst teaching, interacting with and observing the children, adults are also making assessments based on the **Characteristics of Effective Learning**.

These include:

- **Playing and exploring** - children investigate and experience things, and 'have a go'.
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (will be awarded a score a '2').
- Exceeding expected levels (this data is for internal school data and not an officially requirement).
- Not yet reaching expected levels (will be awarded a score of '1') The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between school and home. Parents/carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining how the EYFS is being delivered to parents/carers during the new parents meeting for Nursery and Reception in the Summer Term prior to starting school in the

following September.

- Running parent/carer workshops (for Reception) focused on Phonics, Reading, Writing and Maths. This supports parents/carers in understanding the curriculum expectations and strategies to support their child's development.
- Creating termly curriculum bulletins to keep parents informed of their child's current learning, with an outline of activities which could be undertaken at home to support this.
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and also to view children's work.
- Sharing progress at school through annotated photographs and observations in 'Learning Journeys' and to use home observations and 'Wow vouchers' to record any special moments or achievements at home.
- Weekly Nursery and Reception newsletters are sent home to inform parents/carers of the specific curriculum focusses for the week. The newsletter also informs them of the specific Phonics and Maths learning for the week.
- Inviting parents/carers to help in class and to accompany children on educational visits.
- Discussing individual next steps and progress with parents/carers at parents' evening in Autumn and Spring Terms.
- Inviting parents/carers to join the Parents & Friends of Heber. This facilitates social occasions so that families can get to know one another and feel part of the school community.

8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."

"Keeping children safe in education is statutory guidance that schools and colleges in England must have regard to when carrying out their duties to safeguard and promote the welfare of children.

It is essential that everybody working in a school or college understands their safeguarding responsibilities. Governing bodies and proprietors should ensure that those staff who work directly with children read at least Part one of the guidance".

Keeping children safe in education Statutory guidance for schools and colleges September 2024.

During home visits or after the child has joined the Nursery or Reception class, parent/carers will be asked to fill in our Parent/Carer Conference Form, which tells us more information about your individual child, including information on adults authorised to collect their child.

Should any of this information change at a later date, parents/carers must inform the school office by email. No child will be allowed to leave the setting without prior authorisation. If an

adult has come to collect a child and does not have prior authorisation, the school will call the parent/carer to receive authorisation.

Appendix 1 - Provision Details

The Nursery and Reception provision provides the following areas:

- Puppets and resources for retelling stories
- Role play area
- Large and small construction
- Sand and water
- Book Areas with a range of fiction and non-fiction books and puppets
- Writing area with a range of writing resources
- Creative area with access to a choice of natural and man-made resources
- Small world toys and landscape enhancements
- Class computers and Interactive whiteboard
- Malleable materials
- Musical instruments
- Painting and Creative media
- Maths equipment for self-selection
- Hand puppets for singing number songs
- Funky finger area
- Monster Phonics specific resources
- Outside Environment - a safe, fenced area including gazebo area, large sand pit, outdoor chalkboard, planting equipment and areas, small sand pit stand, water trays, mud kitchens, self-selection Maths and Literacy shed (Reception) and shelves, large scale climbing structure (in Nursery environment)

Use of Whole School Resources

The Nursery and Reception classes use the whole school building as follows:

- The Nursery and Reception classes use the halls for dance, drama, physical activities such as 'Squiggle: Whilst you Wiggle', Yoga and activities linked to Pen Pals and assemblies. Use of Lordship Lane playground and adventure climbing frames and courtyard garden
- Small portable oven for the use of regular cooking activities.
- Computing resources such as iPads, laptops, remote control equipment and programmable toys.
- Range of musical instruments in the music hall.
- School Library.

Appendix 2. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS
(Saved on Google Drive In Policies)

Safeguarding policy and procedures
See child protection and safeguarding policy

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Procedure for responding to illness
See health and safety policy

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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

See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children

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See complaints policy
Procedure for dealing with concerns and complaints