

## Early Years Foundation Stage Policy

### This policy applies to:

Francis Holland Regents Park   Francis Holland Sloane Square   **Francis Holland Prep**

Where there are differences between the schools these have been clearly highlighted.

Policy owner	Prep: Head of EYFS
Type of policy	Regulatory – Statutory Framework for EYFS Demonstrate that a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress in EYFS
Last reviewed / approved by / date	Education Committee – 27 <sup>th</sup> February 2024
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Linked Policies	

### Revision History

This section should be completed by the reviewer each time this policy is reviewed

Changes made [Brief description of edits]	Date
DfE updates around pupil wellbeing	Autumn 2023
Updates for the move to Frances Holland Prep	August 2024

# EARLY YEARS FOUNDATION STAGE POLICY

## INTRODUCTION

The EYFS (2024) states that *“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than any other time in their lives, so their experiences in early years 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 fulfil their potential”*. (DfE, 2024; p7).

*“The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the right foundation for good future progress through school and life.”* (DfE, 2024; p7)

The Early Years Foundation Stage (EYFS) applies to children from birth to five. At Francis Holland Prep School, all children join us from the age of four and complete the EYFS in the Reception class.

The EYFS is based upon four principles:

- A Unique Child;
- Positive Relationships;
- Enabling Environments;
- Learning and Development.

## A UNIQUE CHILD

*“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured”*. (DfE, 2024; p7)

Francis Holland Prep School (FHPS) recognises that every child is a competent learner who can be resilient, capable, confident and self-assured. FHPS recognise that each child develops in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others. FHPS uses praise and encouragement to help children to develop a positive attitude to learning. FHPS develop and nurture kindness and sharing in circle times and have a number of reward systems that promote and celebrate good and kind behaviour, through our four main rules in Reception: *work hard, be kind, be safe and have fun*.

## POSITIVE RELATIONSHIPS

*“Children learn to be strong and independent through positive relationships”*. (DfE, 2024, p7)

FHPS recognises that children learn to be strong and independent from secure relationships. FHPS aims to develop caring, respectful, professional relationships with the children and their families. FHPS facilitates clear communication between parents and staff via email, Teacher Consultation Meetings, as well as informally in person.

## ENABLING ENVIRONMENTS

*“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.”* (DfE, 2024; p7).

FHPS recognises that the environment plays a key role in supporting and extending the children’s development. This begins by observing the children and assessing their interests, development, and learning, before planning challenging but achievable activities and experiences inside and outside the classroom to extend the children’s learning.

## STRUCTURE OF THE SCHOOL DAY

The structure of our school day is as follows:

8:00am – 8:15am	Arrival
8:30am – 9:00 am	Assembly/form time
9:00am – 10:00am	Formal lessons
10:00am – 10:30am	Break
10:30am – 12:00pm	Formal lessons
12:00pm – 12:50pm	Lunch
13:00pm – 15:25pm	Afternoon Lessons/EYFS time
15:25pm	Dismissal

## LEARNING AND DEVELOPMENT

*“Children develop and learn at different rates.”* (DfE, 2024; p7)

FHPS recognises that children learn and develop in different ways and at different rates. FHPS value all areas of learning and development equally and understand that they are inter-connected.

## AREAS OF LEARNING

The EYFS is made up of:

Three prime areas:

- Personal, Social and Emotional Development;
- Communication, Language and Literacy;
- Physical Development.

Four specific Areas:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts & Design.

All areas of learning are delivered through a balanced approach incorporating both adult-led and child-initiated activities. Although FHPS is exempt from the Learning and Development Requirements of the EYFS Framework, we strive to build on the Early Learning Goals. These goals are grouped under the seven areas, outlining the developmental expectations for most children by the end of Reception. FHPS take these into consideration when planning, ensuring that we effectively track each child’s progress.

## THE LEARNING ENVIRONMENT

At FHPS, the children learn through a combination of formal and play-based learning. The classroom is organised to allow them to explore securely and safely. FHPS provides an exciting range of activities to suit the girls’ ever-changing needs and interests; these are organised into different areas within the classroom. Many of the resources are available for the children to access independently. The setting also has an outdoor area, enabling us to further enhance opportunities for learning.

## INCLUSION

FHPS values the diversity of individuals within the school. All children at FHPS are treated fairly regardless of race, religion, social circumstances, or abilities. All children and their families are valued within our school. In Reception FHPS gives each individual child every opportunity to achieve their best. FHPS does this by taking account of our children’s range of life experiences and backgrounds when planning for their learning.

In the EYFS FHPS sets realistic and challenging expectations that meet the needs of all our children. FHPS is inclusive of children with special educational needs and disabilities, children who are more able and children from all social and cultural backgrounds including those with English as an additional language.

FHPS meets the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience, and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children of all abilities;
- Monitoring children's progress and taking action to provide support, as necessary.

## **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."* (DfE, 2024, p23).

FHPS understands that the School is required to comply with welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage (2024).

FHPS understands that the School is required to:

- Promote the welfare of children;
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- Ensure that the premises, furniture, and equipment is safe and suitable for purpose;
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

It is imperative that all children in Reception are safe. FHPS aims to educate children on boundaries, rules, and limits and to help them understand why they exist. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. FHPS aims to protect the physical and psychological wellbeing of all children.

## **PARENTS AND PARTNERS**

FHPS recognises that parents are children's first and most enduring educators and highly values the contribution that parents make.

FHPS recognises the role that parents have played, and their future role, in educating the children through:

- Having an induction morning in the summer term before their child starts in Reception. Parents will have the opportunity to meet the teachers while their daughter spends the morning in her new classroom;
- Providing a clear and detailed information pack about the Reception Class and FHPS;
- Offering parents regular opportunities to talk about their child's progress through Teacher Consultation Meetings and Open Classroom mornings;
- Encouraging parents to talk to their child's teacher if they have any concerns;
- Taking part in a range of activities throughout the year that encourage collaboration between children and parents;
- An 'open door' policy applies at all times;
- Welcoming parents in to read stories, do activities and celebrate festivals throughout the year.

## **OBSERVATION, ASSESSMENT AND PLANNING**

The Planning within the EYFS follows the school's Long-Term Plan and Medium-Term Plan alongside Short-Term (weekly planning), which is based around the individual children's needs and interests. These plans are used and implemented by the Class Teacher who has a good understanding of their pupils.

FHPS makes regular assessments of children's learning to ensure that future planning reflects identified needs. FHPS does this through:

- Assessing the ability of each child, using baseline assessments during the first term in Reception. These allow us to identify patterns of attainment within the cohort, to adjust the teaching programme for individual children and groups of children;
- Ongoing formative assessments;
- Termly formal assessments;
- Sharing the children's classwork at Teacher Consultation Meetings;
- Uploading photographs from the week every Friday on our online Parent Portal;
- Handover meetings with the Year 1 class teacher during which we address the transition to Key Stage 1;
- An interim report sent out to parents in November and February which offers a brief overview of their child's progress;

An annual report at the end of the summer term which offers comments on their child's progress in each area of learning. It highlights the child's strengths and developmental needs and gives details of the child's general progress.

## **MONITORING AND REVIEW**

It is the responsibility of the Foundation Stage teacher to follow the principles stated in this policy. The Head and Early Years Coordinator will monitor and review the EYFS provision.

## **BIBLIOGRAPHY**

Department for Education (2024) *Statutory Framework for the Early Years Foundation Stage*, Crown Copyright. [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115222/early_years_foundation_stage_eyfs_statutory_framework.pdf)