



EARLY YEARS FOUNDATION STAGE POLICY

Tetsworth Primary School

Policy Name	Early Years Foundation Stage Policy
Adopted	By: Full Governing Board Date: January 2025
Signed on behalf of the board	
Name	Natalie Henderson
Date	
Review period	Annually
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JOHN HAMPDEN PRIMARY SCHOOL
EARLY YEARS POLICY

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1. Introduction

'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 at 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 provide the foundation children need to fulfil their potential.'

Early Years Foundation Stage Statutory Framework – For group and school-based providers – 2024

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Tetsworth Primary School we have a Nursery and Reception provision within our EYFS class (Sapphire). Within the class there is a teacher and one full-time teaching assistant. Our teaching assistant in EYFS is qualified to a Level 3 NVQ standard and both the class teacher and teaching assistant are Paediatric First Aid Trained. Nursery children join the school the term after their third birthday and Reception children the September following their fourth birthday.

We believe that early childhood is the foundation on which children build the rest of their lives and at Tetsworth Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

2. Aims & Objectives

We aim to support all children to become independent and collaborative learners. Across the Foundation Stage, we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Tetsworth Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children.



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- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

3. Learning and Developing

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goal.

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across all areas of learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



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Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas. However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

More information on this curriculum is available in a parent friendly handbook and can be found online here:

[What to Expect When: A Useful Guide for Parents](#)

4. Planning

The planning objectives within the Foundation Stage are drawn from the Development Matters Statements outlined in the Early Years Foundation Stage document. Planning is centered around themes with discrete sessions for phonics, maths, and other direct teaching. Additionally, planning often incorporates topics identified as vehicles of interest to deliver the children's next steps in learning, ensuring that it is responsive to the needs, achievements, and interests of the children. The Early Learning Goals are the end point assessment.

The Cornerstones Maestro curriculum is used to provide engaging and creative projects that cover all areas of the Development Matters Statements. These projects allow children to explore and learn in a way that aligns with their interests while meeting the Early Learning Goals. As the children move into Key Stages 1 and 2, they will continue to engage with Cornerstones projects, ensuring a seamless transition and consistent approach to their learning. This continuity supports progression and ensures that the strong foundations built in the Foundation Stage prepare children effectively for the next stages of their education.

5. Assessment

During the first term, the teacher assesses the ability of each child. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. Within the first six weeks of their time in Reception, the child is also assessed using the statutory Reception Baseline Assessment. More information can be found here:

[Information for Parents: Reception Baseline Assessment](#)



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The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We take into account evidence collected at Tetsworth Primary School, but also any other records we receive from previous settings and information shared from home.

We record each child's level of development against the 17 early Learning goals and at the end of the Reception year, these are reported as Emerging or Expected. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

The teacher keeps progress records and learning journals and records examples of each child's work. These progress books contain a wide range of evidence that we share with parents at each parental consultation meeting.

At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers comments on each child's progress. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in the Summer term and send them to parents before the end of the school year.

6. The Learning Environment

Our Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, quiet, creative etc.

Children have access to both inside and outside area across the day; this has a positive effect on the children's development. The Foundation Stage has a brand new outdoor area with climbing equipment, bikes and more.

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Also, in the outdoor area there is a writing area, mud kitchen and various other learning areas. Spending time outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

7. 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 into their new class quickly and happily.

In both Nursery and Reception, children are invited to a settling in sessions both with and without parents take place prior to their first day. Staff are on hand to meet and greet parents with their children and answer any questions you might have. We also offer home visits for Nursery children and Reception children (if they haven't already been in our nursery).

Parents of all children starting in the next academic year will also be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to

- To go through the school 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

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in assemblies as well as sharing playtimes with all of our children. We start PE lessons which help the children prepare for their weekly PE lessons in Year 1. Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term.

8. Safeguarding & Welfare

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

(Statutory Framework for EYFS 2024)



At Tetsworth 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 2024 –

[Early Years Foundation Stage Statutory Framework – For group and school- based providers – 2024](#)

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- Promote good health.
- Support children with their 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 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 Nursery and Reception, are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times. School dinners are provided for free for all children in Reception. Menus and ordering information can be found online at the Dolce website. A hard copy of information can be collected from the school office.

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 jobs as soon as they start in Nursery,



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however staff are available to help and support with this as required by each individual child. More information can be found in the intimate care policy.

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.

8. Monitoring and Review

It is the responsibility of those working in Nursery and Reception to follow the principles stated in this policy. The Executive Headteacher, Headteacher and EYFS staff will monitor the EYFS provision as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process.