



Hopelands Preparatory School

38/40 Regent Street, Stonehouse, Gloucestershire, GL10 2AD

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AIMS:

- To provide high quality care and education for children aged three to five years old;
- To work in partnership with parents to help children to learn and develop;
- To add to the life and well-being of the local community; and
- To offer children and their parents a service that promotes equality and values diversity.

PARENTS

Parents are regarded as members of our setting who have full participatory rights. These include a right to be (see Parent Partnership Policy):

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as occasional volunteer parent helpers;

- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward their learning and development by being helped to build on what they already know and can do;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service offered.

CHILDREN'S DEVELOPMENT AND LEARNING

The provision for children's development and learning is guided by The Early Years Foundation Stage Framework (January 2024) and Development Matters (September 2023). Our provision reflects the four guiding principles that shape the requirements of the Early Years Foundation Stage.

- 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.**

This policy covers the education and care of all children in EYFS, including children with special educational needs and disabilities.

AREAS OF DEVELOPMENT AND LEARNING

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing each and all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

Three Prime Areas:

1. Communication and Language
2. Personal, Social and Emotional Development
3. Physical Development

Four Specific areas, which strengthen the prime areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

For each area, the level of development children should be expected to have reached by the end of the Reception year of their education is defined by the Early Learning Goals (ELG). In our setting, we also closely follow the guidance provided in Development Matters (September 2023) to inform our assessments and planning. This guidance helps us to understand the typical stages of progress a child makes on their journey toward achieving the ELGs. As such, we use Development Matters as a key reference point when assessing children's current development and planning the next steps in their learning.

Communication and Language

- *Listening, attention and understanding*
- *Speaking*

The development of children's spoken language underpins all seven areas of learning and development. Our programme supports children to:

- develop conversational skills with one other person, in small groups and in large groups to talk with and listen to others by providing/enabling quality conversations with adults and peers throughout the day;
- develop their vocabulary by learning the meaning of and being able to use new words by enabling rich environments that allow staff to find opportunities to build children's language effectively;
- develop their ability to use words to describe their experiences, by commenting on their interests and their activities, echoing their words and adding new vocabulary;
- develop their ability to listen to, and talk about, stories by reading frequently to the children and actively engaging them in the stories, fiction and non-fiction, and poems;
- develop their ability to respond to simple instructions by modelling through story-telling and role-playing, enabling the children to share their ideas and elaborate their thoughts;
- begin to understand 'why' and 'how' questions that invite them to develop their conversation using an increasingly richer range of vocabulary and language structures.

Personal, Social and Emotional Development

- *Self-Regulation*
- *Managing Self*
- *Building Relationships*

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Our programme supports children to:

- develop positive approaches to learning and finding out about the world around them, with confidence in themselves and their ability to do things, developing a

positive sense of self, and valuing their own achievements, through being supported in managing their emotions;

- to develop their ability to get on, work, make good friendships, cooperate and resolve conflicts peacefully with other people through supported interactions with other children;
- to develop their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment, as well as learn to look after their bodies including healthy eating and manage their own care needs independently, e.g. dressing/undressing independently, brushing teeth, using the toilet, washing and drying their hands thoroughly;
- to learn to understand their own feelings and those of others, through establishing strong, warm and supportive relationships with both children and adults;
- to develop their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Physical development

- *Gross Motor Skills*
- *Fine Motor Skills*

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Our programme supports children to:

- develop increasing control over the large movements that they can make with their arms, legs and bodies, so that they can develop their core strength, stability, balance, spatial awareness, coordination and agility, by creating games and providing indoor and outdoor opportunities;
- develop increasing control, precision and proficiency over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials and hold a pencil to form recognisable letters, through opportunities to explore and play with small world activities, puzzles, arts and crafts.

Literacy

- *Comprehension*
- *Word Reading*
- *Writing*

It is crucial for children to develop a life-long love of reading. Our programme supports children to:

- know how to handle books and that they can be a source of stories and information by adults modelling;
- develop their language comprehension by reading together a range of books and stories, rhymes, poems and songs;
- develop knowledge of the sounds and letters that make up the words we use;

- knowledge of the purposes for which we use writing;
- make their own attempts at writing.

Mathematics

- Number
- Numerical Patterns

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Our programme supports children to:

- develop understanding of counting and the numbers up to 10, the relationships and patterns within them, through providing frequent opportunities to explore, build and apply this understanding;
- develop a secure base of knowledge and vocabulary to keep building on by using a range of manipulatives;
- develop their spatial reasoning skills across shape, space and measures through the EYFS curriculum that provides rich learning opportunities;
- remain interested in, and develop positive attitudes, to learning mathematics through talking to adults and peers about their findings, what they notice and what they wonder;
- develop a growth mindset to learning mathematics, and are not afraid of making mistakes.

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Our programme supports children to develop an understanding of the world and the community surrounding them as follows:

- Providing experiences to visit special places and meeting important members in the community (doctors, dentists, nurses, firefighters, police officers...)
- Listening to non-fiction texts that broaden their cultural, social, technological and ecological understanding of the diverse world.
- Differentiate between past and present through settings, characters and events read and discussed in class.

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and expressive

The development of children's artistic and cultural awareness supports their imagination and creativity. Our programme supports children to develop:

- Their interest, understanding self-expression, vocabulary and ability to communicate through the arts by using a range of materials to explore and play with regularly.

- Their interest and progress in interpreting and responding to their observations by Providing Art, Dance and Music lessons with specialist teachers in addition to regular art, movement and music exploration in the classroom.

OUR APPROACH TO LEARNING AND DEVELOPMENT AND ASSESSMENT

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Development Matters in the EYFS guidance material to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities, children decide how they will use the activity, and, in others, an adult takes the lead in helping the children to take part in the activity.

Characteristics of effective learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of effective learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Observation and Assessment

We assess how our young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs of the children, to document their progress and where this may be leading them. We believe that parents know their children best, and we ask them to contribute to assessment by sharing

information about what their children like to do at home and how they, as parents, are supporting development.

We have implemented a secure tracking system that allows to track each child's learning and development across the seven areas of learning. '*Tapestry*' is used to record observations and document the children's learning journey, allowing parents to view their child's journal and engage with their learning in school. Class teachers will work with parents and will collect information about each child's needs, activities, interests and achievements. Ongoing formative assessment informs planning and the next steps for children. Samples of each child's work are sent home regularly and at the end of each year.

We make periodic assessment summaries of children's achievement based on our ongoing development records and observations. We undertake these assessment summaries at regular intervals to inform conversations with parents and staff as they work in partnership to support their children's development, as well as times of transition, such as when a child moves from Nursery into Reception class, and from Reception into Year one. Our assessment points are typically: baseline on entry, end of term, phonics at the end of each phase and phonics at the end of the Reception year.

WORKING TOGETHER FOR EACH CHILD

Our setting recognises parents as the first and most important educators of their children. All staff see themselves as partners with parents in providing care and education for the children in their care. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with staff
- helping at sessions of the setting
- sharing their own special interests with the children
- taking part in events and informal discussions about the activities and curriculum provided by the setting
- parent workshops e.g. introduction to phonics
- parent meetings
- Sharing topic webs with parents and on notice board
- Regular communication through email and reading records
- Supporting, or being part of, Friends of Hopelands

THE SETTING'S TIMETABLE AND ROUTINES

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that they are a valued member of the setting

- ensure the safety of each child;
- help children to gain from the social experience of being part of a group;
- provide children with opportunities to learn and help them to value learning.

The School Day

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor classroom.

The setting also provides an opportunity to attend forest school sessions, two per term in Spring and Summer Terms. This provides a safe natural learning environment for children to build on skills across all aspects of learning. Learning outside enables children explore the ever-changing environment and to take risks in a controlled way.

In order to promote parental collaboration with school and extending the children's interests from home to school and vice versa, the Nursery children take home picture books to encourage their communication and language development. Once a week, children may choose a busy bag. The children have reading record books which are used as a home-link book, although teacher and parents can always exchange information through email.

In Reception, children take home activities and reading books to share with parents regularly. The homework progresses each term as the children's learning and development move forwards. During the Autumn Term the children have homework, set once a week, to practise their sounds and blending; children have sound lanyards and new sounds are added weekly as well as rainbow words. This progresses onto words to practise reading and writing in Spring Term, and handwriting sheets to practise letter formation in Summer Term. All the homework set is aligned with our scheme of phonics 'Anima Phonics' to ensure continuous progression. Nursery and Reception classes combine at points in the afternoon for continuous provision, outdoor learning and to help transition from Nursery to Reception.

Additionally, the Art teacher, Spanish teacher, PE teacher teach weekly session in both EYFS classes, and the Dance teacher and Music teacher teach weekly sessions to both classes combined.

Snacks and meals

Children are encouraged to eat healthy snacks which they have in their classroom and are a social time at which children and adults eat together. Fresh water is available at snack time and throughout the day, and sweet drinks are discouraged, with the exception of meeting

medical needs; if this is the case a medical note is the required. Fresh water is readily available for the children throughout the day. Hot meals, provided by an external catering company, are available with an additional cost. Hot lunch menus are sent by the school office in advance and parents can flexi-book hot lunches or choose for their children to bring a packed lunch.

POLICIES

Copies of the school's policies and procedures are available for parents to see on the website or in print format from the school office. The school's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

TRANSITION FROM EYFS TO KS1

A policy that describes the transition from Reception to year 1 is attached and forms part of the EYFS Policy at Hopelands (Appendix1).

STAFF SUPERVISION

Staff Supervision is formal and a recorded process through which professional actions of staff are examined and regularly reviewed. The staff who work in EYFS have a specified process which is detailed in Appendix 2.

STARTING AT OUR SETTING

The first days

We want each child to feel happy and safe with us. To make sure that this is the case, the staff will work with families to decide on how to help each child to settle into our setting. A taster day is available for all children before they start at Hopelands School Nursery.

Clothing

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet, and taking off, and putting on, outdoor/PE clothes. Parents are asked to provide sun lotion and a sun hat during the summer months. Hats are available to be purchased from the school's office. Book bags are available free of charge when children start at Hopelands. Uniform prices and requirements can be found on the website or from school office.

We hope that parents and children enjoy being members of Hopelands community and that both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

This policy was adopted by Governors at

Hopelands Preparatory School

Held on

September 2024

Date to be reviewed

September 2026

Signed on behalf of the senior management team



Name of signatory

Maria Boix

Role of signatory

Headteacher

Signed on behalf of the Governing Body



Name of signatory

Richard James

Role of signatory

Chair of Governors

Appendix 1

Transition Policy Reception – Year One

Scope of Policy

This policy applies to the EYFS only.

Contents

- Introduction
- Rationale
- Aims
- Equal Opportunities and Inclusion
- Principles that underpin the policy
- Creating an appropriate environment
- Building on what children know and understand
- Partnership with Parents
- Continuing Professional Development

Introduction

Excellence and Enjoyment discusses broadening and increasing the creativity within Key Stage One to meet the needs of young children. Extending the Foundation Stage curriculum into Key Stage One would address the advice given in this guidance, as well as meeting the needs of younger children as they progress through their learning.

In this policy, 'transition' describes the movement that takes place from one year to the next, and in particular, from one phase of education to the next within the school. This is different from 'transfer' which describes the movement from one school to the next.

Rational

At Hopelands School we feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of intent for Reception to KS1 transition. The policy also facilitates how we meet the legal requirements of Education Acts and National Curriculum requirements.

Aims

We want our children to experience a smooth educational and emotional transition from one phase to the next. This will ensure that children make the best all round progress.

Equal Opportunities and Inclusion

The children and parents are actively involved in the process and their perceptions about transition are explored and valued.

There are clear curriculum guidelines for children with learning difficulties during transition. Appropriate assistance will be provided in a variety of ways including;

- A range of learning styles.
- Using pupil's ideas and motivations as a starting point for learning.
- Adjusting the conceptual demand of the task as appropriate for the child.

Principles that underpin the policy

The principles that underpin our transition policy are:

- Approaches to teaching and learning should be harmonised at the point of transition.
- Planning should be based upon assessment information from the previous class/group/setting.
- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase/Key Stage.
- There should be a professional regard for the information from the previous class.
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.
- Children should enjoy the transition process.
- The transition should motivate and challenge children.
- Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children.
- Effective transition takes time and is a process rather than an event.
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Children, parents/carers and staff need to be involved on an equal basis.
- Transition is about the setting fitting the child, not the child fitting the setting.
- Transitions are not overlooked or left to chance but thought about and planned in advance.

Creating an appropriate environment

- Class 2 classroom has areas of continuous provision to support and extend children's independence skills while in Year One.
- All staff have received training on how to provide a high-quality learning environment.
- The areas of provision in Class 2 are planned for appropriate learning objectives with more challenge and teacher focussed tasks to support children in Year One in their transition.
- Children in Year One have access to an outdoor learning environment to support teaching and learning.
- A richly resourced outdoor classroom is used to support teaching and learning in Year One.
- A Transition Project will take place at the end of the Summer Term and the first week of the Autumn Term in Year one.

Building on what children know and understand

- Areas of provision are planned for Year One, similar to those in Reception, but with appropriate challenge and adult directed activities.
- At the transition stage those children who are still working at Emerging (should say towards) Early Learning Goals or may need a modified curriculum due to special educational needs are noted.
- Year One teachers will use cross phase planning that incorporates both EYFS learning and development matters and National Curriculum levels.
- The Year One Teacher will meet with any relevant person in school after the first few weeks in Year One to discuss individual children after the settling in period.

Partnership with parents

At Hopelands Preparatory School we encourage parents to be involved by:

- Inviting parents into school twice a year to discuss the progress of their child.
- An annual report written at the end of the academic year

- Inviting parents to curriculum evenings.
- Curriculum is displayed at the beginning of each term.
- Parents are given clear information about what to expect in Year One.
- Parents are given the opportunity to meet the Year One staff before September
- Parents are invited to experience the Year One environment, classroom layout and resources before September.
- Parents are invited to an information evening outlining what the National Curriculum is, and how best to support their child's learning in Year One.
- Brief end of the day 'open door' sessions are offered to parents in the first few weeks of Year One to address any issues regarding their child settling into Year One.

Continuing Professional Development

- Reception and Year One teachers know what the Early Years Foundation Stage Profile contains and how to interpret the judgements.
- Reception and Year One teachers know how the Early Years Foundation Stage Curriculum links to the National Curriculum.
- Reception and Year One teachers are confident in making assessments through the observation of children.
- Professional development opportunities in relation to transition are evident in the School Improvement Plan.

Appendix 2

Supervision in EYFS Policy

Scope:

This policy applies to the EYFS only.

Staff supervision in early years and childcare

Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents.

Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development.

Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meetings should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development and well-being
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness

At Hopelands School all practitioners who work directly with children and families are supervised by their designated line manager.

Supervision meetings are held every term for each EYFS staff member.

Supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task.

Supervision agreements are drawn up for all staff.

A copy of the supervision record form is retained by the supervisor and a copy provided to the supervisee.

Each member of staff has a supervision file which holds a copy of the supervision agreement and their supervision record form. The supervision file is stored securely at all times.

All supervision meetings must include discussions concerning the development and well-being of each child.

Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken – these are recorded on the child's file and may include support from external agencies.

All aspects of supervision must ultimately focus on promoting the interests of children.

During supervision meetings members of staff are able to discuss any concerns they have about inappropriate behaviour displayed by colleagues.

During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information is referred immediately to Mrs M Boix.

Form for recording supervision meetings

It is important that all supervision discussions are properly and promptly recorded so as to:

- maximise impact,
- support completion of agreed actions within agreed timescales, and
- avoid any confusion or disputes.

It is advisable that both parties sign the supervision record with the opportunity to record any points of disagreement.

The most appropriate method of recording will depend on the working environment, the resources available and the personal preference of the supervisor. For instance, many supervisors prefer to take brief notes during the meeting and then write or type these up later. Others, particularly people with several supervisees, may struggle to complete their records promptly and prefer to do handwritten notes during the meeting. Although this may disrupt the flow of the meeting, pauses to record decisions or actions agreed can be useful and this method provides the opportunity for:

- the exact wording to be agreed
- both to sign the notes at the end of the meeting, and
- a copy of the record to be given to the supervisee immediately.

Whichever method is chosen, it is important that key decisions and actions agreed are recorded with clear timescales and responsibilities. This will reduce any confusion and the chances of actions not being followed through or delayed. This will be as important to the supervisee as to the supervisor.

Supervision agreement

We agree that supervision will be given and received in accordance with the Hopelands School supervision policy which includes more details of the supervision process.

This supervision agreement is between _____
(insert name of supervisor)
and _____
(insert name of supervisee)

and outlines what each of us can expect from the supervision process and what our responsibilities are.

- We will arrange supervisions on a termly basis and neither of us will cancel these unless there is an urgent reason to do so.
- Supervisions will start promptly and will finish after an hour or when we have had time to discuss all issues.
- We will treat our conversations with respect for each other's views. Both of us should feel free to express personal views and opinions without prejudice.
- We will hold supervisions in a quiet area where other people cannot overhear us. We will keep the contents of supervisions confidential, although some issues may need to be referred to the supervisor's Line Manager or other agencies if necessary (e.g. Social Care).
- We will keep a written record of each supervision meeting which we shall both sign and each of us shall have a copy.
- We will both complete any actions agreed at supervision within the agreed timescale. At our next supervision, we will review the notes of the previous supervision to ensure that all actions have been carried out.

Signed: _____ Signed: _____
(supervisor signature) (supervisee signature)

Date: _____ Date: _____

EYFS Supervision Meeting record

Name of supervisee:	Name of supervisor:	Date:	Number of key children:	
Progress on actions agreed from previous meeting:				
Management: (resources, workload, targets, specific duties, time management)	Action:		When:	By whom:
Support: (key person role including work with individual children, designated person role, work life balance and well-being, observation, assessment and planning, evaluation, safeguarding)	Action:		When:	By whom:
Mediation: (worker relationships, safeguarding, work with other agencies, working with parents)	Action:		When:	By whom:
Development needs: (skills, knowledge of child development and EYFS, understanding and attributes to complete the role, training needs)	Action:		When:	By whom:
Any other areas for discussion:				
Date of next meeting:	Signed: (supervisee)		Signed: (Supervisor)	