



Early Years Policy

Person responsible:	Headteacher / Early Years Leader
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Approved by:	SSB
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The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, the children can join us in Nursery, from the age of two. They will then need to apply for a Reception place in the January of the year before they turn five.

All children are entitled to start full time school in the September of the year in which they turn five. In order to join our school in Nursery or Reception the criteria outlined in our admissions policies must be followed.

[Admissions link - Floreat Wandsworth](#)

1. Introduction

This document is a description of our current principles and procedures in the Early Years Foundation Stage (EYFS).

Rationale:

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. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.

We are fully committed to the purpose and aims of the Statutory Framework for the Early Years Foundation Stage (September 2023)

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

In line with the statutory framework, Floreat Wandsworth Primary School and Nursery seek

to provide:

- Quality and consistency, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Our carefully planned curriculum, quality interactions and use of assessment ensures that we address the seven key features of effective practice:

- Providing the best for every child.
- Offering consistent, high-quality care for all of our children.
- Planning a curriculum with a focus on what we want children to learn.
- Using a range of different approaches to ensure our pedagogy is effective in helping children to learn.
- Implementing a range of assessment strategies to check what children have learnt in order to inform future planning.
- Supporting children to develop their self-regulation and executive function.
- Developing a strong partnership with parents through positive and regular communications

2. Underlying Principles

In the Early Years we adhere to the following 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 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.



3. Learning and Development

As outlined in the EYFS statutory framework, our school will teach the seven areas of learning and follow progression documents which clearly outline what 2-3 year olds, 3-4 year olds and 4-5 year olds should know and be able to do in each area.

The Areas of Teaching and Learning

The EYFS framework includes 7 areas of learning and development.

The prime areas are particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The 3 prime areas are:

- Communication and language
 - Listening, attention and understanding
 - Speaking
- Physical development
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development
 - Self-regulation
 - Managing self
 - Building relationships

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
 - Comprehension
 - Word reading
 - Writing
- Mathematics
 - Numbers
 - Numerical patterns
- Understanding the world
 - Past and present

- People, culture and communities
- The natural world
- Expressive arts and design
- Creating with materials
- Being imaginative and expressive

The Characteristics of Effective Teaching and Learning:

Through our enabling environments, we aim to ensure all children develop the three characteristics of effective learning:

1. Playing and exploring - ENGAGEMENT

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

2. Active learning - MOTIVATION

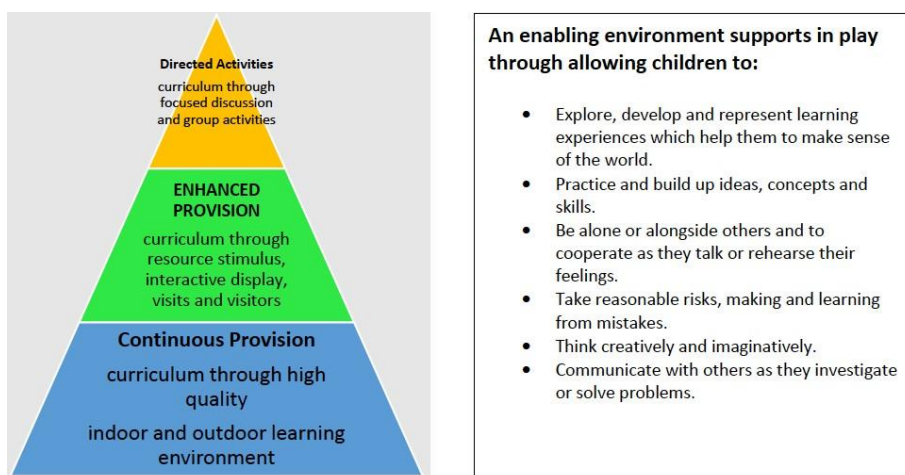
- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

3. Creative and Critical Thinking - THINKING

- Having their own ideas
- Making links
- Working with ideas

4. Enabling Environments

The enabling environment plays a key role in supporting and extending a child's development. Our enabling environments include: parent and staff relationships, staff and their interactions, the indoor and outdoor environments (the continuous and enhanced provision on offer) the curriculum we choose to teach and the way we choose to teach it. We teach our curriculum through a range of child-initiated and adult led learning, including direct instruction.



Learning through play

At Floreat, our children do a lot of their learning through play.

Our Early Years practitioners understand that sustained play can afford a child many developmental experiences at once, covering multiple areas of learning and reinforcing the Characteristics of Effective Learning. Teaching children how to play happens as part of our everyday routines and when adults introduce children to and interact with them in the daily environment. Our staff are trained to engage the children and draw out the learning on offer in each area of the provision, drawing on their knowledge of children's interests

and next steps.

Resources

The resources offered to our children as a vehicle for their learning are crucial to the overall success of learning and teaching within the EYFS. Resources are chosen to provide a rich context for learning which will motivate, inform and enrich children's learning, enabling them to learn through play. Resources should reflect the diversity of the community the school serves.

To ensure the early years offer is equitable for Floreat children, we have an Early Years handbook which clearly outlines which resources should be on offer in the continuous provision for Nursery and Reception children, ensuring that all areas of learning are represented and that the promotion of language development threads across all areas of learning.

The Continuous Provision describes all of the different indoor and outdoor areas which are available for the children to use every day (they are always there) and supports with routine, safety and cognitive load.

The Enhanced Provision changes regularly and is driven by children's next steps, the curriculum (what we want them to learn) and children's interests.

Floreat Wandsworth early years environments aim to be full of natural light and clutter free with the use of natural materials where possible linked to cognitive load theory.

Outdoor Learning:

Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active within gross motor. At Floreat, we aim for children to be outdoors as much as possible. We believe that there is no such thing as bad weather, just bad clothing.

5. Parent / Carer Partnerships

Our Early Years practitioners have expert general knowledge about children's development. Parents/carers also have expert knowledge about their child/ren. When practitioners and parents understand and trust each other, they can work collaboratively. This ensures the best outcomes for every child.

Our partnership with parents begins through our transition program, meeting parents and children at school and at home. This then continues through our open-door policy and regular communication and information sharing between home and school.

We know that communication comes in many forms, and we aim to ensure that we reach all members of our school community. We prioritise communication through a variety of means such as daily face to face interactions, newsletters, phone calls, parent's meetings / evenings, reports, Tapestry and our EYFS Catch Up.

In our nurseries, in line with the EYFS statutory framework, we have a key person system. Each child in our setting will be assigned a key person who will ensure learning and care are adapted to the needs of the children. The key person will engage and support parents and/or carers in guiding their child's development at home and with more specialist support with health or educational colleagues if appropriate.

6. Curriculum:

All Floreat Wandsworth, we follow an approved systematic synthetic phonics programme (SSP). We follow Sounds Write with fidelity.

We teach Mastering Number in Reception to ensure children master early number understanding.

At Floreat we have developed our own mathematics curriculum for Nursery and Reception which is based on the NCETM progression documents for cardinality and counting, comparison, composition, pattern, shape and space and measures.

At Floreat we have developed our own wider curriculum which prepares children for the next stage of their education in Key Stage 1.

7. Inclusion:

We value diversity and celebrate individuals. We aim to treat all children fairly regardless of race, religion, gender or abilities. All children and their families are valued within our school community.

At Floreat Wandsworth we have a strong commitment to early intervention and prevention to tackle, diminish or avert potential barriers to success. This links to our SEND policy ([Policies | Floreat Wandsworth](#)). Our aim is to include access for every child to suitable, high-quality provision, which meets diverse need and diminishes barriers to participation and engagement as well as a rounded education for every child; each having access to and benefiting from a breadth of experience and cultural capital.

Every child, regardless of ability, experience and background will be supported to be successful within all areas of learning. Those children identified as requiring extra support to achieve their age-related mileposts are offered targeted intervention through additional time spent with staff members, application for additional funding and through home and school working closely together to address any identified need. We expect all parents to support children at home with the guidance of the school.

At Floreat Wandsworth we understand that high quality teaching is effective for all children. All teachers are teachers of children with SEND.

We aim to enact the below principles of high-quality teaching and learning to meet the needs of all children:

- a. High expectations of all children
- b. Teachers knowing the contexts of children and the characteristics of learners with such contexts, whilst not stereotyping or applying a label in a way which might have a negative impact on expectations or opportunities.
- c. Access to a broad curriculum and to learning which is sequential, cohesive, relevant and contextualized.
- d. On-going, responsive, diagnostic assessment, monitoring and review that informs and shapes the teaching and learning.
- e. Skilled, open-ended questioning; asking the right questions at the right time.
- f. Skilled pedagogical intervention; using knowledge of how children learn to craft and reshape learning experiences. (Rosenshine, Sweller, EEF - SHREC and EY toolkits and evidence stores)
- g. Modelling to reveal the thought processes of an 'expert' learner to aid understanding and help develop metacognitive skills.
- h. Dedicated teaching of metacognitive skills; helping children to understand how they learn and to make decisions about learning, in order to problem-solve and select the most effective learning strategies for different tasks/contexts.
- i. Building on prior knowledge, understanding, skills and ideas which children bring to new and subsequent learning opportunities and experiences.
- j. Embedding key skills and understandings to gain fluency and mastery across different contexts of learning.
- k. Opportunities to elaborate on learning; to use describing and explaining which helps integrate new information with prior knowledge and embed it in memory.
- l. Planned sequences and cycles of learning which facilitate mastery.
- m. Pre-teaching which acknowledges the different starting points of children and attempts to enable all children to access the core teaching and learning from the main lesson(s).
- n. Flexibility in teaching and learning to adjust and adapt in response to children's needs.
- o. Dedicated subject-specific time as appropriate as well as integrated learning and connecting learning journeys.
- p. The explicit teaching of key vocabulary to assist in conceptual understanding and building knowledge.
- q. The impact of any adjustments, adaptations, intervention or support critically evaluated, with these evaluations used to inform subsequent teaching and learning.
- r. Strong, positive relationships within the learning environment.
- s. A physical environment which is conducive to learning, taking into account such

- aspects as sensory needs.
- t. Effective, skilled classroom management.
- u. Skilled deployment of any additional adults with appropriate training and clear, focused remits to support learning, independence, metacognition and self-regulation.
- v. The use of equipment, visual information, practical demonstration and concrete representation to support learning.
- w. Explicit teaching of how to use different resources to support learning.
- x. Appropriate use of modern technology such as programmes designed for problem-solving and open-ended learning for children as well as resources to support teaching such as interactive boards and learning platforms.

8. Assessment, Recording and Reporting

The statutory assessment requirements in the Early Years Foundation Stage (EYFS) framework are:

- a. ongoing (formative) assessment;
- b. the progress check at age two;
- c. the reception baseline assessment (RBA); and
- d. the EYFS Profile.

In the EYFS we assess in different ways to ensure that the information we gather about our children is accurate and drives what we plan to do next for them. We do this through a combination of formative and summative assessment.

Formative Assessment in the EYFS:

The most important and productive assessment in the Early Years is the on-going assessment of learning made by staff during their daily teaching and interactions. Formative assessment is based primarily on practitioner's professional knowledge of what

the child knows and can do day to day. It will be gathered during routine interactions with children, and is not planned. The practitioner will reflect on the knowledge, skills and understanding that the child demonstrates in the course of everyday learning to plan what to teach next. Where a child's learning is embedded and secure the child is likely to demonstrate what they know and can do consistently in a range of situations.

Summative Assessment in the EYFS:

Assessment is based on a holistic view of what the child can demonstrate against each Early Learning Goal at the end of the Reception year or against each area of learning linked to ages and stages in Nursery / across the year in Reception. When assessing children against the ages and stages in Development Matters / Birth to Five or against the Early Learning Goals teachers should look at the whole description for each area / goal to determine whether this best fits their professional knowledge of the child, taking into account the child's strengths and weaknesses.

At the beginning of a child's Reception year the class teacher will assess them using the [RBA](#) (Reception Baseline Assessment). The RBA is an age-appropriate assessment of early mathematics and early literacy, communication and language. It is delivered in English and is administered within the first six weeks of a child starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the child engages with the tasks. The Department for Education (DfE) will use the data from the RBA to create school-level progress measures for primary schools, which will show the progress of children from Reception until the end of Key stage 2.

At the end of the EYFS, staff complete the EYFS profile for each child. Children are assessed against the 17 Early Learning Goals, indicating whether they are:

- Meeting expected levels of development (expected)
- Not yet reaching expected levels (emerging)

The Early Learning Goals are interconnected, meaning that children are likely to demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners consider a child's development across the areas of learning, and whether the levels of attainment in relation to each of the goals make sense when taken together.

The two-year-old progress check

In our Nursery our practitioners will work with parents to undertake the two-year-old progress check.

[The progress check at age two](#) must be undertaken between the child's second and third birthday. The time between a child's second and third birthday is important for children and their parents. It is a period of rapid growth, learning and development in a young child's life, but also a time when the child or their family's need for additional support can become clearer.

Other summative assessment tools used at Floreat Wandsworth are WellComm language screening assessment (this baseline children's expressive and receptive language skills on entry and provides a programme of support for those who need it) and systematic synthetic phonics half termly assessments to check children's progress and attainment towards word reading.

OTrack is used to track and analyse Nursery and Reception children's attainment across the

year.

As well as ongoing conversations with parents, Floreat Wandsworth will report to parents termly either through parents meetings or through a written report. Parents will receive a report showing their child's attainment against the Early Learning Goals in the summer term of their Reception year.

9. Health and Safety

The welfare and safety of the children are constantly assessed, and Floreat Wandsworth will ensure that statutory staff ratios are adhered to and meet the needs of children accessing all areas.

A member of the EYFS team carries out daily checks based on planned activities, outdoor provision, substances or equipment used. These consider the age of children, level of supervision and identify measures to reduce risk. They ensure resources are clean, well looked after and safe. [Early Years Daily Checks.](#)

At Floreat Wandsworth we adhere to the statutory guidance with regards to Paediatric First Aid (PFA) and how this impacts on staff ratios. The GLF First Aid Policy clearly outlines the responsibility of schools and staff in first aid practice and procedure. [First Aid Policy.](#)

There are clear systems in place for recording and reporting accidents and incidents. [Accidents reporting and recording.](#)

Welfare and Safeguarding:

Through rigorous checking processes (Headteacher, school leaders and Trust monitoring) we ensure we comply with the welfare and safeguarding requirements as stated in the Statutory Framework for the Early Years Foundation Stage 4th January 2024 and the [GLF Schools Child Protection and Safeguarding Policy 2024](#) which complies with the following statutory guidance: [Keeping Children Safe in Education 2024](#) and [Working Together to Safeguard Children \(2023\)](#), [What to do if You are Worried a Child is Being Abused 2015](#) and the [Academy Trust Governance Guide.](#)

At Floreat Wandsworth, we are fully committed to:

- Promote the welfare of children.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Work within ratios as set out in Statutory Framework.
- Promote good health, including oral 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 that the premises, furniture and equipment is safe and suitable for purpose by regular risk assessing.
- 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.
- Maintain close working relationships with parents and other agencies to secure the emotional and mental wellbeing of all children.

Intimate Care:

Every child has the right to privacy, dignity and a professional and positive approach from all staff. Depending on a child's age and stage of development, they may need some support, for example with nappy changing, pull ups, getting dressed, wiping their bottom after using the toilet and changing underwear following an accident.

We are fully committed to the GLF Schools Intimate Care Policy which includes Nappy Changing Guidance.

[Intimate Care Policy](#)

10. Transition:

Transition in the early years is a significant time for young children and their parents/carers and represents an important step in a child's development.

Transition in the early years may refer to a child starting in one of our Nursery classes, starting school in Reception or moving from the Reception into Key Stage 1. It can also mean transitioning from one early years setting to another. At Floreat Wandsworth, we have comprehensive processes and procedures to ensure successful transition into and through schools no matter what the age or stage of development of a child. Examples of our transition systems include school readiness programmes, nursery visits, 1:1 discussions with parents, a parent information evening, coffee mornings, 'All About Me' booklets, 2-year-old check discussions, staggered starts, school tours, open events, stay and plays and teacher visits to children's existing nurseries / preschool settings.