



Early Years Foundation Stage Policy

Stewart Headlam and Hague Federation

Written & Reviewed by the SHH Federation EYFS Teams September 2021
SHH Federation EYFS Phase Leader of Learning - Fiona Lowther
Since federating in January 2021 we have reviewed and refreshed our provision in each school based on the revised EYFS Framework and Development Matters so that we are working in partnership to build on and strengthen the well-established, existing good practice. Staff still focus on meeting the needs of each unique child, ensuring we develop positive relationships with the child and parents. All adults are expected to create enabling environments for children to accelerate their learning and development.

Reviewed Curriculum & Standards Committee	Date:
Ratified Main Governors	
Chair of Governors	Next Review: Spring 2023

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1. Our Shared Vision, Mission and Aims

Vision: The SHH Federation Early Years Foundation Stage is better and stronger together through close partnership.

The 2 schools had federated in January 2020. Our shared ambition is for all children to learn and make great progress from their unique starting points. Our carefully planned enriched curriculum builds on inspiring experiences, led by a great federation teaching team.

We are committed to making sure children, **'Enjoy learning and achieve great things for themselves and others.'** *Hague Mission Statement*

We don't cap the ambition, children know and hear, **'My mind is like a pearl, I can do anything in this world. Good, better, best, never let it rest, until your good is better and your better best.'** *Stewart Headlam affirmation*

Whatever children's starting point in Nursery or Reception, the schools', **'Learning Culture'** encourages pupils to take responsibility for their learning and relationships with others; to try things out, to be resilient and learn from their experiences. We encourage a curiosity about the world and strive to ensure that our children will contribute positively now and in the future.

Stewart Headlam and Hague Schools are UNCRC Rights respecting schools. We have creative and inspiring places to learn where all pupils are taught and nurtured to know they have rights, to feel safe, included and able to do their best (UNCRC articles 2, 36, 23 and 29).

SHH Federation Aims:

- That children access a broad and balanced curriculum that gives them the broad 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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Our aim in the Early Years is to ensure that children leave respecting their own right to be the best they can be.

We aim for children to be confident and engaged learners, ready for their journey through the rest of the school.

2. Starting School

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Parents apply through the Tower Hamlets admissions website to join us at Hague or Stewart Headlam nursery from the age of three and reception from the age of four at the beginning of the school year in

September. Nursery children have a phased start with support for settling. Reception children can have a phased approach if new to starting.

3. Early Years Foundation Stage Provision & Staff Structure

The SHH Federation has 2 EYFS settings

Hague School

Wilmot Street Bethnal Green. E2 0BP

and

Stewart Headlam School,

Tapp Street, London E1 5RE

Each has their own playground, classrooms and toilets for nursery and reception classes.

The two schools work in very close partnership led by the Executive Headteacher, two Heads of School and 1 Early Years Leader of Learning. In each setting there is a Nursery and Reception teacher, a nursery nurse and TA support.

Executive Headteacher:	Judy Knappett
Head of school-Hague:	Sue Walsh
Head of School- Stewart Headlam:	Nilufar Chowdhury
SHH Federation Leader of Learning for EYFS:	Fiona Lowther

4. School Day

Due to falling rolls, (fewer 2-5year olds) in the West of Tower Hamlets, our schools are currently only offering 15hr morning places for Nursery. This will be kept under review with the governors and Local Authority Admissions Team. If you are eligible for additional hours please contact the Head of School or EYFS SHH Federation Leader of Learning.

Start and Finish Times

Hague:

Enter and exit by Finnis Street Reception Gate

Nursery session: 8:45 - 12:00pm

Reception: 8:45 - 3:15pm

Stewart Headlam:

Enter and exit by Brady Street Gate

Nursery: 8:45 - 12:00pm

Reception: 8:45 - 3:15pm

School Dinners are free for children in reception class.

Healthy snacks are available for all children.

5. The Curriculum

The EYFS Teams at Stewart Headlam and Hague have reviewed the EYFS curriculum. Our provision and curriculum is based on the latest version of the EYFS statutory framework and DfE Guidance, Development Matters for children 0-5 years.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 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.

Prime Areas of Learning

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

Specific Areas of Learning

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

All areas are delivered through a balance of adult led and child initiated activities based on the DfE's non statutory curriculum guidance, Development Matters, July 2021.

These areas of learning are woven through our topics. We use inviting texts, trips out and about, visitors coming into school, a variety of child and adult-led experiences such as growing and cooking their own food to hatching eggs, to help children develop in all areas of the curriculum.

5.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children, are expected to focus strongly on the 3 prime areas.

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. 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, staff reflect on the different ways that children learn and include these in their practice.

Staff plan to inspire children with new learning opportunities, to take part in activities that build on, consolidate and extend their interests. They develop children's intellectual, physical, social and emotional abilities.

5.2 Teaching

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

Staff use a range of approaches, for example; providing first-hand experiences, giving clear models and explanations, making appropriate interventions as well as extend and develop play and talk or other means of communication. Children are encouraged to communicate and talk about their learning, and to develop independence and self-regulation.

6. Assessment - observation and planning

At Stewart Headlam and Hague, on-going 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 are used to shape future and weekly planning. Staff also take into account observations shared by parents and/or carers. Parents are informed on how to support through topic overviews and newsletters.

All children

All EYFS staff observe and track using the EExAT assessment system that logs photos and videos of the children's learning styles, achievements and interests based on the Early Learning Goals. Parents also have access to the EExAT portal so that the profile reflects on-going observations, and discussions with parents and/or carers.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Coverage of the EYFS statements is monitored so that complete and fair coverage of the curriculum is achieved during the year. As each child reaches a 6 month milestone (by age), the family and key worker meet together to share observations, celebrate learning and any concerns to plan next steps together. Staff identify progress and future learning needs of children through observations, which are shared with parents. The children quickly thrive because of good relationships and communication between our schools and the settings that our children experience prior to joining our school.

Nursery

At the end of the nursery year, when a child is aged between 3-4, , staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Reception

It is a legal requirement to administer the Reception Baseline Assessment (RBA) within the first 6 weeks that a child starts reception. It is also a legal requirement that 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
- Not yet reaching expected levels ('emerging')

Within the final term of the EYFS, we provide an annual report to parents reporting children's progress against the Early Learning Goals. We give the opportunity for the parents to discuss these judgements with their child's 'key worker'.

7. Inclusion

We want the best for every child. We recognise children start school with a range of life experiences and they develop at different rates, in individual ways with their own strengths and interests. Ambition and tackling disadvantage is our core purpose through great teaching, high quality inclusive provision and extra support for children who need a bit of extra help. We believe that all children can achieve the early learning goals through great partnership with parents and high quality care. Staff notice children's needs, changes and achievements as they start, settle and progress to Year 1.

If your child has specific additional learning needs which may need extra specialist support the SHH Federation Assistant Head for Inclusion will meet with parents and staff to review needs.

7.1 Inclusion and Equalities

Through the rights respecting curriculum, topics, stories, assemblies, festivals and traditions we teach children to be kind, friendly and inclusive. Children are encouraged to recognise and celebrate the similarities and differences between us, so that everyone makes friends and feels included regardless of gender, special educational needs, ability, disabilities, social and cultural backgrounds and diverse linguistic backgrounds.

In the EYFS we set ambitious but realistic and challenging expectations that meet the individual needs of our children. We achieve this by planning to meet the needs of all children.

7.2 Deaf Resource Base

Hague has a specialist provision for deaf children who are auditory oral learners led by a qualified Teacher of the Deaf. The provision supports children's access to learning from Nursery to be fully integrated into EYFS life.

We meet 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 to advance language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.
- Prompt identification of any additional needs and referral to an outside agency if appropriate; early intervention is important for maximum progress.

8. Working with Parents

Parents as Partners

At Hague and Stewart Headlam Primary Schools we recognise that children become confident and independent learners through safe and secure relationships. Each child has a Key Worker. Our friendly settings help us to develop supportive, respectful and professional relationships with children and their families.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school
- Home/ green space visits - EYFS Key workers visiting families at home or the nearest green space outside prior to them starting school
- The children have the opportunity to spend time with their key worker before starting school during our EYFS Open Mornings
- Inviting all parents to a meeting during the term before their child starts school to update key information in preparation for starting school
- Inviting all parents and children to 'Stay and Play' at Toy Library in the summer term before their child starts school
- We also have 'stay and play' at the start of every day so parents can support settling and be more involved

This has been adapted during the COVID pandemic to an extended soft start to the day where parents can join in their child's play outside and settle them before the lessons start.

- Key Worker Meetings-This is a meeting twice a year at which the parents can discuss the child's progress in private with the key worker. We encourage parents to talk to share observations of how their child's interests and skills are developing. Staff and parents agree together the next steps for the child and parents are able to take this information home with them.
- Key Workers can help families to engage with specialist support or Early Help if appropriate so that all our children feel secure at school and develop a sense of well-being and achievement;
- Family support meetings for children who are finding it difficult to settle are made when required. These sessions provide help for parents to explain further school procedures and curriculum content and to give them ideas about fun ways to support and extend their children's learning at home. We offer parents regular opportunities to talk about their child's progress and encourage regular input to the children's 'Special Books'. This is in addition to the school's Meet the teacher session at the beginning of the school year.
- **'Special books'**-Parents/carers are encouraged to contribute comments, photos and significant observations which evidence their child's development and their interests. These regular observations at home inform staff of progress seen outside of school and contributes to their planning and EYFS Profile.
- WOW vouchers are available on the parent information board for families to record things that have happened to put in their special books.
- Arranging a range of focus activities throughout the year that encourage collaboration between child, school and parents: EYFS assemblies; sports afternoons; visits to places of interest linked to class topics.
- We provide parents/carers with a topic overview each half term with the main areas of learning in school. It has ideas to support and extend the learning at home.
- Parent sessions throughout the year to strengthen home school learning and provide training for any new strategies learnt.
- Using the EExAT assessment system parents are able to log on to their child's learning and upload learning photos and videos from home as well as see their child's learning journey added by staff.
- key workers challenge and support children, from their day to day knowledge and observations.

- All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher and nursery nurse act as a 'Key Person' to all children in EYFS, supported by Teaching Assistants.
- We have links with Collingwood Children's Centre, Children's House Nursery, Harmony @Account 3 and Weavers. The EYFS team meets with staff to discuss new intake children. Staff and children from playgroups/children centres are regularly invited to school events (Share days, Christmas productions etc. pre COVID). Where children continue to attend playgroup/children centre provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information about the children's achievements.

9. Safeguarding and 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."

At Stewart Headlam and Hague Primary Schools we comply with the legal requirements surrounding certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

We are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill. This is especially focused during the COVID pandemic with extra hand washing and sanitiser
 - On entry
 - Before eating a snack
 - Before lunch
 - After lunch
 - Before going home
- Promoting oral health through dental visits, working with the Royal London Teddy Bear Hospital and role play opportunities.
- We also plan a range of cooking opportunities which support the understanding of healthy bodies including teeth.
- 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, 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.
- We endeavour to meet all these requirements in our daily practice.

Stewart Headlam and Hague are both UNICEF Rights Respecting schools. It is important to us that all children know they have the right to be 'safe'. We aim to protect the physical and psychological wellbeing of all children. We educate children to respect boundaries and limits and

to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

(See Whole School Safeguarding Children Policy)

The rest of our safeguarding and welfare procedures are outlined in our SSH Federation Safeguarding policy.

10. Monitoring and Review

This policy will be reviewed and approved by SHH Federation Leader of Learning every 3 years. It will be published on each school website.

At every review, the policy will be shared with the governing board.

It is the responsibility of the EYFS team to follow the principles stated in this policy. It should be shared with new EYFS staff as part of their induction by the EYFS LOL.

The Governing Body are regularly informed of developments and progress within the EYFS.

EYFS will be monitored as part of the whole school annual monitoring schedule.

11. Appendix - Developing Children's Learning Behaviours in the EYFS

Characteristics of Effective Teaching & Learning updated from Development Matters.

Playing and exploring - 'have a go'

Children need opportunities to move and to explore their surroundings through all their senses, to talk with adults and to play with them. Without this, a child's development is likely to suffer, limiting their capacity to engage with new people and situations, and to learn new skills.

(Tickell Report 2011 DfE)

As Einstein said... "Play is the highest form of research".

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning - concentrate, keep on trying and enjoy achievements

"Development can only take place when children are actively involved, when they are occupied with a high, non-stop degree of concentration, when they are interested, when they give themselves completely, when they use all their abilities to invent and make new things and when this gives them a high degree of satisfaction and pleasure."

Ferre Laevers, Early Years Educationalist

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions and persevere with new strategies. It provides children with a sense of

satisfaction as they take ownership of their learning. This area in particular helps children develop self-regulation.

Creating and thinking critically -_develop own ideas, make links between ideas, develop strategies to do things.

“Creative people are curious, flexible, persistent and independent with a tremendous spirit of adventure and a love of play.”

Henri Matisse, Artist

Children are given opportunities to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.