



Early Years Foundation Stage Policy

Formally adopted by the Governing Body of All Angels' Primary Federation	
On:	February 2024
Chair of Governors:	Mrs Rosemary Games
Review:	February 2026

“Whatever you do, work at it with all your heart.” Colossians 3:23

Our intent

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(‘The Statutory Framework for the Early Years Foundation Stage.’ DfE July 2023).

Our Early Years Foundation Stage is built upon our schools’ mission statements; to encourage children to aim higher and challenge themselves to be the best they can be. We support our children in Early Years to build up their skills and knowledge in order to grow into resilient young people who are able to confidently and positively take their place in the world, using their individual talents and strengths to make a difference to their own and other peoples’ lives.

It is well researched that early childhood experiences are integral to brain development which provides the foundation for all future learning, behaviour and health. Therefore, the Early Years is a vital part of a child’s education journey. At Clover Hill, we know that all children learn differently and at their own pace. Our curriculum enables all children to make exceptional progress within a happy and safe learning environment. They can explore and ask questions, face challenges with confidence, and enjoy playing and working with their friends. We will help them to develop their personal qualities, improve their knowledge and skills, and fulfil their potential.

Structure of our EYFS

Our Early Years provision encompasses Nursery and two Reception classes.

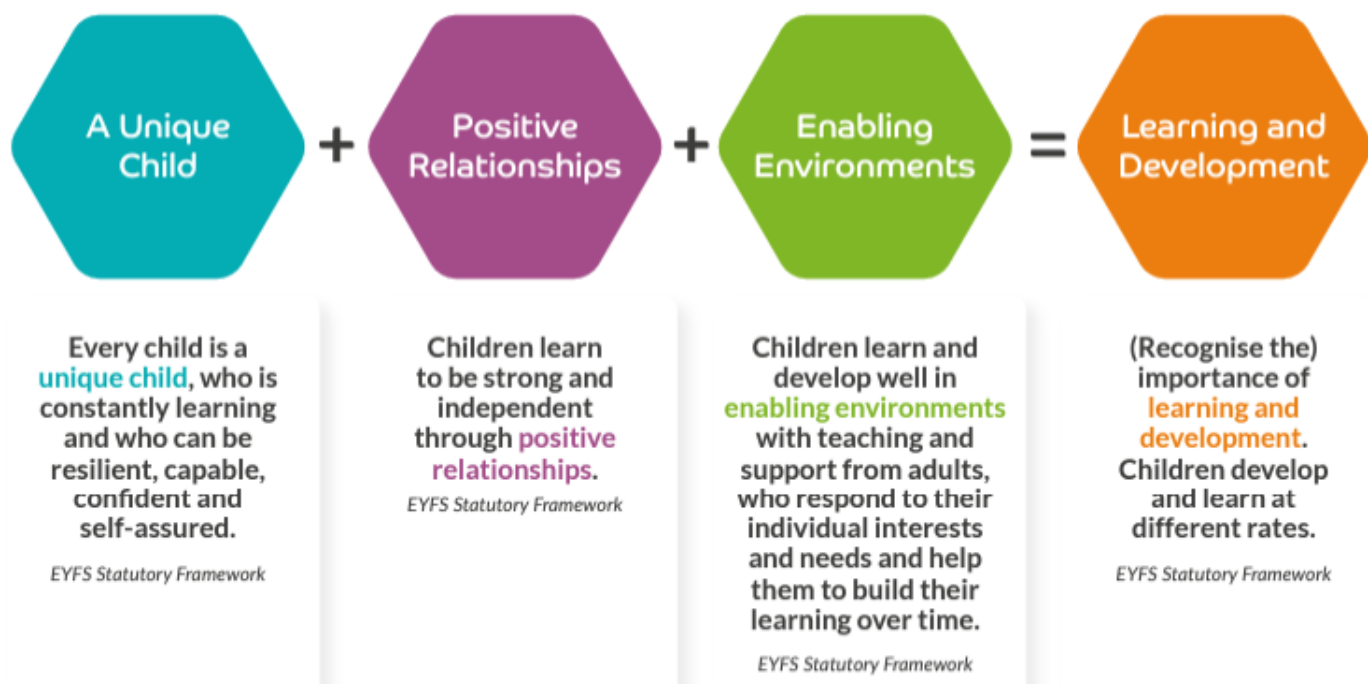
Clover Hill Nursery offers sessional places for children commencing the term after their third birthday. Children can access 15 hours across five mornings/afternoons during term time. We are also able to offer a limited number of 30 hour funded places if parents are eligible (8.30am-3pm).

Our Reception classes can accept up to 60 children aged four to five years old. The school day for Reception children runs from 8.45am until 3pm.

Principles

Nursery (FS1) and Reception (FS2) children follow the Early Years Foundation Stage statutory framework which identifies Early Learning Goals (ELGs) and sets the standards that all Early Years’ providers must meet to ensure that children learn and develop well and are kept

healthy and safe. Within this framework, it sets out the four overarching principles that shape our practice at Clover Hill:



Curriculum

We use the Early Years Foundation Stage statutory framework (2023) which identifies the Early Learning Goals (ELGs) that children should meet by the end of Reception. We follow our own curriculum map ([link here](#)) which depicts our expectations for each age group within the Early Years.

Our curriculum intends to give children memorable experiences, opportunities to explore and in an ever-adapting environment that will motivate their learning and increase their engagement. We plan topics and stories per half-term but we also rely on the children's interests to provide engaging, in-the-moment learning opportunities.

Our EYFS curriculum is based upon 7 areas of learning.

The Prime areas include -

Communication and Language	Physical Development	Personal, Social and Emotional Development (PSED)
<ul style="list-style-type: none"> • Attention, Listening and Understanding. • Speaking 	<ul style="list-style-type: none"> • Gross motor skills • Fine motor skills 	<ul style="list-style-type: none"> • Self-regulation • Managing self • Building relationships

The specific areas include –

Literacy	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Comprehension • Word reading • Writing 	<ul style="list-style-type: none"> • Number • Numerical Patterns 	<ul style="list-style-type: none"> • Past and Present • People, Culture and Communities • The Natural World 	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive

We teach each area of the curriculum through a balance of child-initiated play and adult led teaching. We pride ourselves on providing enriching experiences, following children’s interests and developing our environment (indoor and outdoor) in line with the children’s needs. We use a balance of adult led and child-initiated activities within an environment which is designed to support their language, knowledge, and skills. Adult led encompasses whole class input, small group work and intentional interactions during child-initiated learning.

Please see our [website](#) for our long-term and medium-term plans.

Characteristics of Effective Learning

We uphold the view that learning is underpinned by the characteristics of effective learning. In planning and guiding children’s activities, staff reflect on the different ways that children learn and will plan accordingly.

The 3 characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things and are encouraged to develop a ‘have a go’ attitude.
- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment (baselines)

We assess each child at the beginning of Reception using the Reception Baseline Assessment. This helps us inform our own baseline judgements at the start of the year.

Ongoing 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 planning. Staff also take into account observations shared by parents and carers. We also assess through adult led tasks and our whole class teaching.

Children's progress is reviewed continually throughout the year. There are termly Pupil Progress Meetings to discuss the progress of each child in Nursery and Reception and to plan intervention where necessary. At the end of the year the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the ELGs by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement.

The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:

Level 2 = Expected ELG – meeting the expected level

1 = Emerging ELG – not yet meeting the expected level

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements.

Parental involvement

We know what an important role parents/carers play in their children's learning journey and we aim to involve them as much as possible in school life. We believe it is important to build relationships with parents/carers from the start of Nursery and Reception which helps support the children with their transitions and learning. Parents/carers are kept up to date with their child's progress and development. This is through ongoing chats, Tapestry and parent consultation evenings.

We like to involve parents/carers in as many ways as possible. These include:

- Open mornings/evenings
- Transition visits
- Stay and play sessions (Nursery)
- Weekly bulletin newsletters
- Tapestry (online learning journals)
- Learning Cafés
- Parents consultations
- Outdoor libraries
- Christmas/Summer Fairs
- PTA

We draw on our links with the community to enrich children's experiences such as inviting members of the community into our setting and trips out.

Attendance

We expect that all children in the Early Years develop good habits for school attendance. We know that good routines in the Early Years have a positive effect later in a child's education. All children must be full time before the term they reach 5 years of age and the vast majority are ready for this from the start of Reception. The school works well with parents and will support good attendance. Holidays in term times are not authorised.

Children in Nursery must attend regularly. Poor attendance may result in the nursery place being withdrawn due to high levels of demand for places.

Inclusion

We value all our children as unique individuals at Clover Hill, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that all children make outstanding progress and meet their milestones. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Safeguarding

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe, and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff to child ratios are maintained in our setting to meet the needs of all children and ensure their safety. All Teaching Assistants have their First Aid certificates for when accidents might happen.

We promote good health and oral health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and educational visits from outside agencies such as dentists.

The rest of our safeguarding and welfare procedures are outlined in the Whole School Safeguarding Policy.

Link to statutory framework –

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>