



Hounslow Town Primary School Early Years Foundation Stage (EYFS) Policy

Approved by: H/T **Date:** September 2021

Last reviewed on: April 2025

Next review due by: April 2026

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At Hounslow Town Primary School the Early Years Foundation Stage (EYFS) is seen as an important first step in our school. It currently includes the Nursery and Reception classes, catering for 228 children aged 3-5.

1. Policy aims

This policy aims to ensure:

- 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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

3. Our aim

Our aim is to provide a happy, stimulating learning environment where all children are celebrated and where we promote good learning, development and behaviour.

4. Organisation and staffing

The Nursery offers a morning or an afternoon session with places for 104 children in total (2 classes of 26 in the morning and 2 classes of 26 in the afternoon). Children attend 5 days a week for 3 hours each day. The Reception consists of 5 classes with places for 30 pupils in each. A plan of staggered entry ensures all children are well supported in their start at school.

The staff team includes qualified teachers, teaching assistants, language support assistants and special needs assistants. We welcome students, volunteers and parent helpers. There is a Year Group Leader for Nursery and Reception. The Deputy Head Teacher leads and manages the phase and is a member of the school's Senior Leadership Team.

The EYFS is organised and managed in line with school and national guidance on safeguarding and welfare.

5. Induction

We aim to provide a smooth step from home to school and between Nursery and Reception. Home visits are offered to all children starting in the Nursery, and to children joining Reception who have not attended our Nursery. Throughout the school year parents/carers of new joiners will be offered an opportunity to attend school to meet staff to discuss their child over a phone call with staff.

We organise a carefully planned programme of entry into school, and provide each parent with a detailed prospectus in order to help pupils and parents become confident members of our school community. Additionally we held introductory picnics for Nursery children at the end of the summer term and meet the teacher meetings for parents/carers of Reception children, alongside a stay, play and learn session.

6. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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.

The prime areas are:

- Communication and language
- Physical development

- Personal, social and emotional development

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

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

CHARACTERISTICS OF EFFECTIVE LEARNING

We aim to develop the children as effective learners. This will include:

- Playing and learning-engagement
- Active learning-motivation
- Creating and thinking critically

6.1 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.

6.2 Teaching

We aim to offer a rich exciting curriculum that nurtures all aspects of the children's learning and development. Each area of learning and development is implemented through carefully planned, purposeful play, and through a mix of adult-led and child-initiated activities both inside and outside of the classroom. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Our environment promotes learning through play and exploration and the children are encouraged to be creative and critical thinkers. The children have opportunities to work with staff as individuals, in groups and as a class and are supported to become active, independent learners. 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.

7. Observation, Assessment and Reporting

At Hounslow Town, 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/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

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.

Information from parents is a useful part of a child's record. This begins at the home visit where parents can share their knowledge of their child, and continues through the phase in many different ways. Parents are invited formally to discuss their child's progress at Parents' Evenings and will receive a written report at the end of each school year.

8. Parent partnership

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We welcome and encourage involvement in many different ways. We work hard to build positive and supportive relationships throughout the EYFS.

Parents and/or carers are kept up to date with their child's progress and development through regular stay and play sessions, informal meetings with teachers/key person and formal parents evening sessions. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Each child will receive a written report at the end of the academic year to report on their progress and attainment.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

9. Equal opportunities

We welcome children from a wide range of home backgrounds and cultures. We believe that all members of our school community should be treated with equal esteem, and actively celebrate the rich diversity of our school community. We seek to build positive relationships with our local community and to promote community cohesion. All members of our school community are expected to respect and value each other equally.

10. Special Educational Needs

We welcome children with a range of abilities and needs. The curriculum is planned to take into account all abilities and needs, including special educational needs and the more able and talented. Where children have specific needs, individual programmes and support plans may be drawn up with the involvement of our Special Needs Co-ordinator and in discussion with parents. Where appropriate, outside agencies may be involved in assessing and supporting a child.

11. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by arranging oral health workshops for parents/carers as well as class workshops for children. These workshops consist of talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

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

12. Transition to Key Stage One

As children leave the EYFS and move into Year One, staff will meet to share information and to plan a range of events in order to support a smooth transition.

13. Monitoring arrangements

This policy will be reviewed and approved by Mrs Khalil (Headteacher) every year.

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