



WEAVERS FEDERATION PRIMARY SCHOOLS

Stewart Headlam and Hague

Early Years Foundation Stage Policy 2024 - 2027

Document edition	Section	Details of Change
Colour Change	All sections	Change all the writing with color to black

Reviewed by	Date
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Chair - Sophie Fanning-Tichborne <i>[Handwritten signature]</i>	20/06/2024

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Stewart Headlam and Hague schools are unique.

We share a single site nursery provision for 2 schools. The nursery class for Stewart Headlam PUPils is at Hague

1 Hague School

Wilmot Street Bethnal Green. E2 0BP
Shared Nursery and Hague Reception Class

2 Stewart Headlam School,

Tapp Street, London E1 5RE

Stewart Headlam Reception Class only

1. Our Shared Vision, Mission and Aims

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

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

We aim for children to be confident and engaged learners, ready for their journey through the rest of the school. We endeavour to ensure that children leave respecting their own right to be the best they can be.

2. How to Apply for Stewart Headlam and Hague Schools' Nursery and how to apply for Reception Class.

Information is on the schools' websites to follow the Tower Hamlets Admissions process for Nursery and again for Reception

Both nurseries are based at Hague school so that we can now cater for full time pupils in our ofsted graded 'OUTSTANDING' Nursery Provision. Please continue to choose either Hague or Stewart Headlam on the Tower Hamlets E-Portal for Nursery. You will then apply again for Reception with Tower Hamlets Admissions.

2a. Starting School

Nursery children are given a phased start with support for settling in. Starting school is a big step for children and families. We aim to make it a smooth transition starting with the registration meeting followed by getting to know you sessions including a Home Visit, Stay and Play in school, and Tuesday Toy Library. Our families say they really like this friendly start to school and children getting to know the teacher. See Section 8 Working with Parents

Reception Children who are new to the school also have a phased start to Hague or Stewart Headlam School. We work hard to make sure Nursery children are familiar with both settings so that they transition easily to the Stewart Headlam building as they join Reception.

3. Early Years Foundation Stage Provision & Staff Structure

The two schools work in very close partnership led by the Executive Headteacher, the two Heads of School and the Early Years Leader of Learning. In each setting there are class teachers, nursery nurses, teaching assistants and mid-day meal assistants.

Executive Headteacher: Judy Knappett
Head of School-Hague: Alison Goodliffe

Head of School- Stewart Headlam: Nilufar Chowdhury
SHH Federation Leader of Learning for EYFS: Fiona Lowther-Adamson

4. School Day

SHH Federation Nursery Start and Finish Times - Hague School 3-4 year olds.

- Enter and exit by Hague School, Finnis Street EYFS Gate
- Nursery Morning Session: 08:45 - 11.45 pm
- Nursery Afternoon Session: 12:30 - 3:30 pm (gates open 3:25 pm)
- Full time children attend from 08.45 - 3:30 pm

Hague School Reception Class: 4-5 year olds

- Enter and exit by Finnis Street EYFS Gate
- Reception: 8:45 - 3:25pm

Stewart Headlam School Reception Class: 4-5 year olds

- Enter and exit by Brady Street Gate
- Reception: 8:45 - 3:25pm

School Dinners are free for children in Reception Class.

All parents should indicate if they are eligible for Free School Meals on admission or if circumstances change. The school gets extra funding so it is important that this information is kept up to date.

Please note that all children will get a free meal but if families on low incomes do not apply the school misses out on Pupil Premium Funding currently £1320 per child. It funds learning support and enrichment curriculum for all pupils.

Healthy snacks are available for all children.

5. The 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 and Birth to 5 Matters.

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, Sept 2023 and Birth to 5 Matters.

The Prime and Specific Areas of Learning are woven through our topics, taking account of the **Characteristics of Effective Learning**

- Playing and Exploring,
- Active Learning
- Creating and Thinking Critically.

We use inviting story and information books, 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 extending and developing 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 Tapestry JournalApp assessment system that logs photos and videos of the children's learning styles, achievements and interests based on the areas of learning. Parents also have access to the Tapestry 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. Each term, the family and key worker meet together to share observations, celebrate learning and share 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.

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.

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

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. This helps everyone make friends and feel 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.

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 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

Initially children have a soft start to the day where parents can join in their child's play outside and settle them, this is more important at the beginning of the year and reduces as the children become more confident. Some children need more settling time than others and this is supported by the school.

- **Key Worker Meetings happen twice a year.** 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 on 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 contribute to their planning and EYFS Profile.

- Arranging a range of **Family Focus Activities** throughout the year that encourage collaboration between child, school and parents: EYFS assemblies; open mornings; 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 Information sessions** throughout the year to strengthen home-school learning and provide training for any new strategies learnt.
- Using the Tapestry 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. 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.

8.a Children being ready to start School

- **It is expected that children will be toilet trained by the time they start Nursery School** in September or January. We recognise that a small number of children with additional needs may be transitioning during the settling in period for Nursery.
- **School expects parents to work towards children being confident at using the toilet in preparation for starting nursery.**
- We run workshops for parents on toilet training and being ready for nursery. Everyone is welcome to attend.

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.

Safeguarding children. We are required to:

- Ensure the adults who have contact with children are vetted to ensure they have a DBS Certification. We ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- We also ensure that the premises, furniture and equipment is safe and suitable for purpose

Promote good health

- We do this by starting with good hand hygiene, hand washing to prevent the spread of germs, before and after eating and going to the toilet or messy play.
- Children learn about people who keep us healthy 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 how to look after teeth.

Support and understand behaviour

- We manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Children are encouraged to learn about their own behaviour through Jigsaw and Think Equal lessons in PHSE

Maintain records, policies, and procedures

- 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.
- We ensure that every child receives enjoyable, challenging learning and development experiences tailored to meet their needs.
- 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.
- Staff follow the Tower Hamlets and Schools Safeguarding Children and Child Protection Policies to keep all children safe

10. Monitoring and Review

This policy will be reviewed and approved by the SHH Federation Leader of Learning every 3 years or sooner if necessary to reflect any revisions to Development Matters or the EYFS Statutory Framework. 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 is 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 Mattise, 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.