



HSP

**Foundation Stage
Policy**

EDUCATE. EMPOWER. INSPIRE.

Version Number	Version Description	Date of Revision
1	Original	Sept 2023
2	Rebranded & reviewed	July 2024
3	Reviewed & revised	Sept 2025

HSP Foundation Stage Policy

Rationale

The Early Years Foundation stage curriculum at Hoylandswaine Primary school aims to build on what children already know and can do, ensures that no child is excluded, or disadvantaged, provides a rich and stimulating environment and offers a balance between child initiated and adult led group time activities. Most children play spontaneously although some may need adult support and it is through play that they develop intellectually, creatively, physically, socially and emotionally.

Teaching across the setting is delivered in accordance with the Government's statutory document "The Statutory Framework for the Early Years Foundation Stage" (September 2021). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements.

The curriculum has 3 prime areas of learning:

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

There are also 4 specific areas of learning:

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

These areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning.

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play, which is controlled, and adult led activities is very important to us.

Aims

We aim to:

- Promote and develop personal, social and emotional well-being.
- Challenge children and set high expectations for learning.
- Develop each child's skills, understanding and enjoyment in all the six areas of learning.
- Establish good partnerships with parents and carers and involve them as partners in learning.
- Provide an environment that promotes independent learning.

- Allow children time to explore, rehearse and refine skills.
- Allow children to develop and follow their own interests.
- Ensure there is equality of opportunity in the learning and teaching, with the achievements and well-being of every child being important.
- Foster and develop each child's characteristics of effective learning.
- Recognise and value the importance of a mutual respect for everyone.
- Have a responsibility to each other, fostering a caring and thoughtful community.
- Equip the children with resilience, confidence and self-esteem that enable them to feel comfortable and secure in their environments.

Quality of learning through play

Skilled and thoughtful practitioners will support learning by:

A Unique Child

- Seeking to know and understand each individual child and their learning and development.
- Showing interest and celebrating with children their interests and achievements.
- Supporting children to develop a positive sense of their own identity and culture.
- Recognising what children understand, know and can do, and supporting them in reaching their potential.

Positive Relationships

- Maintaining close, caring and respectful relationships.
- Encouraging and supporting children to relate to others.
- Supporting children to resolve their own conflicts through problem-solving.
- Recognising that parents and practitioners have a lot to learn from each other.

Enabling Environments

- Ensuring children have sustained time to develop child-initiated activities.
- Arranging, resourcing, and making time for children to make free use of rich indoor and outdoor spaces.
- Observing children as a natural part of all normal activity.
- Interpreting children's actions and words to try to understand the child's thinking and learning.
- Being sensitive to the child's thinking and learning when deciding when to interact and when to value the child's independent activity.
- Joining in play and child-initiated activity following children's agendas.
- Scaffolding children's learning through talk, discussing strategies and ideas, suggesting possibilities and modelling approaches.

Learning and Development

- Using daily events within the routine to provide worthwhile real-life experiences.
- Varying experiences, using fresh, creative and playful approaches.
- Providing first-hand experiences to explore and discover.
- Recognising that, in their play, children use the experiences they have and extend them to build up ideas, concepts and skills.
- Planning and resourcing a challenging environment where children's play can be supported and extended using well-planned out resources and adult intervention through objective led planning.
- Directly teaching, through demonstrating or explaining.
- Encouraging and supporting children to persevere through difficulties, to take risks, to ask questions and problem-solve.

- Using the language of learning to focus children on themselves as learners Identifying and supporting next steps in learning.

Planning and assessment

The Planning within the EYFS is based around termly themes. These plans are used by the EYFS teachers as a guide for weekly planning; however the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly 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.

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.

At Hoylandswaine , 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.

When children enter FS1 staff take account of any information from a child's 2-year-old progress check this 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Safeguarding and welfare concerns

We promote good oral health, as well as good health in general, in the early years by talking to children about:

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

To meet the needs of children we may introduce supervised tooth brushing. We follow [statutory guidance](#) for safety around supervised tooth brushing.

Suitable people

If practitioners are taking medication that may affect their ability to care for children they must seek medical advice to ensure that providers are informed that they remain suitable to work with and look after children. All staff medication must be stored out of children's reach at all times.

All new staff must receive induction training to help them understand their roles and responsibilities within the setting and to be made aware of the welfare requirements. Practitioners must be alert to any issues of concern in the child's life at home or elsewhere

Miss L Bartlett (F2 teacher) is responsible for the management and day-to-day running of foundation stage.

We will always ensure that at least one person with a current pediatric first aid certificate is present in the setting when children are present. Whenever first aid is administered a record must be kept in the whole school first aid log and a note must be sent home to inform parents of the treatment given. In the case of any head injury, whether first aid is required or not, and in the case of serious injury parents must be informed by text message or phone call dependent on the severity. For head injuries a first aid log and bump note must be given and a text message notification must be sent to parents/carers.

Each child will be assigned a key worker when they enter foundation stage. The role of the key worker is to ensure that every child's care is tailored to meet their individual needs, to help familiarise them with the setting and to liaise with parents in order to gather full and detailed understanding of the child. On a day to day basis, the class teacher will still have the main responsibility for the education and assessment of the children in their year group, but key workers will observe the children in their group more closely, keep up to date with how often they have been observed and develop an awareness of each child's needs and interests. Key workers will also keep a record of the comments made by parents about the children in their key worker group and ensure that they share with other practitioners any issues of interest to support planning and provision for the children within their group.

In F2 there will be one class teacher to every 30 children and one member of staff with a level 3 or equivalent qualification. On outings and excursions there must be one adult for every 4 children under the age of 5 and one adult per 8 children aged 5 or over. At least half of the adults must be employed by the academy and a first aider must always be present.

Safeguarding

Practitioners must be alert to any issues of concern in the child's life at home or elsewhere. Staff must monitor the following issues of concern:

- significant changes in children's behavior
- deterioration in children's general well-being
- unexplained bruising, marks or signs of possible abuse or neglect
- children's comments which give cause for concern

- any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation
- inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images

Practitioners will follow the school's policy for safeguarding but must also observe the following procedures.

- Mobile phones and personal cameras must not be used to photograph children within the setting and mobile phones should not be used where children are present.
- The lead practitioner (Miss L Bartlett) is responsible for liaison with the Head of School and local statutory children's services agencies.
- The lead practitioner must attend a child protection course that enables them to understand and respond appropriately to signs of possible abuse or neglect.
- The lead practitioner and Head of School must ensure that staff are trained to understand the safeguarding policy and have up to date knowledge.
- OFSTED must be informed of any allegations of serious harm or abuse by any member of staff or person working on the premises.
- Written consent must be received from parents to place photographs of the children on the school's websites. If consent is not provided, photographs of the child must not be placed on school websites as part of topic learning journeys etc.

Food and drink

Drinking water will always be available either through their own water bottles brought in from home or through cups provided from school. Children will be able to access a healthy snack daily. Food for the children will be prepared in the kitchen and appropriate measures will be taken to ensure health and safety requirements are met. Surfaces in the kitchen area must be kept clean and hygienic. All knives must be stored out of children's reach and must not be left out on work surfaces.

Adults and visitors present in Foundation Stage must only have hot drinks in lidded cups or flasks and should take special care to ensure they are not left unattended within the reach of the children.

Managing behaviour

- We support all children to develop their own positive behaviours through self-regulation.
- All behavioural issues are dealt with discreetly by a steady and regulated adult to ensure that no child is subjected to feeling shamed or embarrassed. (See the whole school behaviour policy for further details)
- We aim to adopt a positive approach to behaviour management so all efforts and incidences of good behaviour are praised and modelled to the other children through verbal praise.