



Early Years Foundation Stage

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FERNDALE PRIMARY SCHOOL

1. OUR MISSION STATEMENT

Ferndale Primary School is a place where everyone is treated equally, encouraged and respected. Our whole-school drivers are inspiration, aspiration and inclusion; we believe that **all** children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place full of opportunities for learning to be nurtured and encouraged in a happy, caring and enjoyable environment.

2. OUR AIMS

In the Foundation Stage we aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are individuals and special.
- Understanding that children develop in individual ways and at varying rates.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Encouraging and nurturing children's self-confidence and self-esteem
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions that differ to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Building positive relationships with parents/ carers and recognising children's personal experiences
- Providing effective learning opportunities using the inside and outside environment.
- Accurately assessing children so that their next steps can be provided for.
- Supporting the transition from Early Years to Key Stage One.

3. The EYFS STATUTORY FRAMEWORK

At Ferndale we understand that we are legally required to comply with requirements stated in the Statutory Framework for the Early Years Foundation Stage (which comes into effect annually on 1st September).

The Early Years Foundation Stage sets the standards that all EY providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

-quality and consistency in all EY settings, so that every child makes good progress and no child gets left behind

- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Ferndale, children can join our nursery, either 15 or 30 hours per week, in the term after they are three. The majority of children begin attending full time school at the beginning of the school year in which they are five.

The EYFS is based upon **four guiding principles**:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The Early Years curriculum consists of seven areas of learning, underpinned by the 3 **prime areas**.

1. Communication and Language.
2. Physical Development
3. Personal, Social and Emotional Development

These prime areas of learning are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving

There are four **specific areas** of learning through which the three prime areas are strengthened and applied.

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

All seven areas of learning and development are equally important- with Communication and Language underpinning all the other areas. The Educational Programmes for each of the seven areas (as specified in the Statutory Framework) form the basis of our curriculum.

4. ACTIVE LEARNING THROUGH PLAY

We ensure that our environment and delivery of the curriculum incorporates the **three characteristics** of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go.'
- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that enthuse, engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an embedded ethos of learning through play and first-hand experiences. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence. It is an essential part of their learning process, supporting learning across all areas of development.

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Areas of provision around the setting are carefully planned with a wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities.

Our aim is to provide a secure and exciting environment both indoors and outdoors, encouraging children to be competent, resilient, capable, confident and self-assured learners. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Staff provide opportunities for learning both inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. In providing these active learning opportunities we understand the central position of play within the EYFS framework.

5. ORGANISATION

At Ferndale we have a nursery (which offers AM, PM and 30-hour places) and Reception classes.

The Early Years staff plan to ensure continuity and progression, providing age and stage related learning opportunities to suit all our children. In Reception, throughout the week, children spend time in our different classrooms, where a wealth of resources can be accessed to allow children to develop their learning further and to consolidate existing skills.

Key Person

Teachers and support staff act as a Key Person to all children in EYFS. The role of a key person is to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

6. PLANNING

The Educational Programme for each of the seven areas of learning and development forms the basis of our curriculum. Alongside this, we consider the progression of skills we may expect to see children demonstrate at different stages of development as well as the knowledge we want them to gain. Our planning responds to the needs, achievement and interests of the children. We set realistic yet challenging expectations that meet the individual needs of all children. The learning opportunities provided include a range of adult focused and child-initiated activities indoors and outdoors. Language development is a focus every day. We aim to model and promote high quality vocabulary so that children themselves will be able to articulate responses incorporating this.

7. TEACHING STRATEGIES

As per Ofsted's definition, 'teaching' is a broad term which covers the many different ways in which adults help young children learn.

It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations.

Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress.

8. ASSESSMENT

Ongoing assessment is an essential part of the Early Years at Ferndale Primary School. The main assessment method we use is through staff interacting with and making informal observations of children in different teaching and learning contexts, including both adult focused activities and child-initiated play. Effective adult interactions are of paramount importance in our setting as they allow staff to really get to know children's differing stages of learning and development in order to move learning on and they provide an opportunity to model vocabulary and language structures. Staff identify particular children who need intentional interactions in order to help develop their progress even further.

All children have a secure, online learning journal- provided by Tapestry- where incidental observation notes, photographs and video recordings are collated by staff and adults at home. Together, these help staff form an accurate judgement of where children are in their stages of learning and development. **See Appendix 1 – Tapestry Online Learning Journal.**

On entry to Reception, staff will interact with children and observe where children are in relation to the seven areas of learning. This baseline allows staff to identify the differing starting points of the cohort. Analysis and discussion are then used to inform planning, identify next steps and adapt provision accordingly within the setting.

Within the first six weeks of children starting Reception, children will complete the Reception Baseline Assessment (RBA). The RBA is a short, interactive assessment which children will complete with a known member of staff. The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. There is no expected standard, and children cannot pass or fail.

At the end of the Reception year, practitioners must complete the Early Years Foundation Stage Profile (EYFSP) for each child. The EYFSP consists of the seven areas of learning being split into seventeen Early Learning Goals (ELGs). Practitioners are expected to use their professional judgement, based on their knowledge and understanding of what the child knows, understands, and can do in order to assess a child. Practitioners must indicate whether a child is meeting the

expected levels of development for each ELG, or if they are not yet reaching expected levels, they will indicate a child is 'emerging' for that ELG. The main purpose of the EYFSP is to support a successful transition to Key Stage 1 by informing the professional dialogue between EYFS and year 1 teachers.

9. SAFEGUARDING AND HEALTH AND SAFETY

At Ferndale, we understand that we are required to comply with requirements as stated in the Statutory Framework for Early Years Foundation Stage and fully adhere to these:

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

The EYFS requirements sit alongside other legal obligations and do not supersede or replace any other legislation which providers must still meet including employment laws; anti-discriminatory legislation; health and safety legislation; data collection regulations; duty of care.

MOBILE PHONE USE

The Statutory Framework states that schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. A copy of school's policy for the Use of Mobile Phones is available on the website.

As outlined in school's policy, staff are not permitted to use their mobile phone (or have it readily available for use) whilst in the vicinity of children, regardless of contact/non-contact times. Similarly, whilst with children, a smartwatch can only be used for its purpose of telling the time. Staff are prohibited from taking photographs with their personal handsets.

The exemptions to the above clauses are the Head Teacher, Deputy Head Teacher and Assistant Head Teachers (SLT), who should, whenever possible, be in possession of their mobile phones so that they may act and make appropriate contacts in the case of an emergency, however, this should be done away from children and visitors.

Using school iPads, photographs are taken for the purpose of recording a child or group of children participating in learning activities or celebrating their achievements and are an effective form of recording their progression in the Early Years Foundation Stage. Children in Early Years at Ferndale Primary have a Tapestry Online Learning Journal where staff upload photographs and videos using the school's iPads. The Tapestry Online Learning Journals are stored on secure servers. Access by both staff and parents is gained by using a registered email address and password.

All staff are responsible for the location of the cameras and iPads- they must be stored in lockable cupboards when not in use. Images taken and stored on the camera must be downloaded on site as soon as possible, by the designated member of staff.

Under no circumstances must cameras of any kind be taken into the toilet area or changing areas.

TOILETING

We acknowledge that sometimes children may join the setting who require intimate care.

Intimate care is defined as 'any care which involves washing, touching or carrying out an invasive procedure' that most children and young people carry out for themselves, but which some are unable to do. (See school's Intimate Care Policy for information on procedures.)

For those children that require them, parents must ensure that they provide an adequate number of nappies/ wipes and spare clothing as we do not have a stock of these.

SLEEP

Children do not routinely sleep at Ferndale Nursery or Reception. However, there may be occasions when this does happen (e.g. due to illness). In line with NHS safe sleep guidance and the EYFS Statutory Framework, if a child does fall asleep, they will always be within sight and hearing of staff and sleeping children will be frequently checked to ensure that they are safe. Parents/ carers will be contacted if the staff consider the child to be unwell.

10. BEHAVIOUR & SAFETY

Keeping Safe - It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Where behaviour is deemed inappropriate, we follow the agreed behaviour policy. Pupils will be requested to take time out and reflect on their behaviour. With the support of adults, we encourage the child to make the right choice and play/learn in an appropriate manner.

We highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards.

11. PARENTS AS PARTNERS

We value the involvement of parents in school. We recognise the role that parents have played, and their future role in educating their child. Throughout the year, parents are invited to various workshops on how learning can be supported further and a range of events are planned throughout the year. The Ferndale Parent App provides up-to-date information in the form of letters, newsletters and homework challenges.

We understand that an effective partnership between school and home will have a positive impact on children's learning and development.

Use of the Tapestry Online Learning Journal allows parents/ carers and school to share achievements and wow moments which can be celebrated together. This strengthened bond helps staff to assess children in the areas of learning and helps to gain further insight into their interests and successes outside the school environment.

Parents' consultation meetings are held in the Autumn and Spring Term at which parents are invited to discuss their child's progress with the class teacher. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher or Assistant Head teacher within the Early Years.

12. EQUAL OPPORTUNITIES

At Ferndale we believe that all children are to be included regardless of their race, gender, Special Education Needs or background.

Learning opportunities are planned to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

The environment supports all children through the use of visual timetables, picture routines, makaton signing, low visual whiteboards, and ramped access. Language development is supported at every opportunity.

13. BRITISH VALUES

British values are embedded and included in everything we do through routine and curriculum.

Democracy: making decisions together understanding everyone has a voice and is listened to

- Staff encourage children to see their role in the bigger picture, encouraging children to know their voice counts, we value each other's views and opinions and talk about personal feelings. We demonstrate democracy in a number of ways, for example, children sharing views on what the theme of a role play area could be or what props we could add. We also capture interests and ask children what they would like us to add to the environment
- Staff support the decisions that children make through their independence and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter is emphasised continually

- Staff ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong. With children, staff create the rules and the codes of behaviour, for example, to agree the rules about tidying up, listening to peers and ensure that all children understand rules apply to everyone. Imaginative play enables children to explore the rules that govern the wider world – for example policing the cars on the playground

Individual liberty: freedom for all is promoted through the daily routine

- Children develop a positive sense of themselves and learn about their personal identity. Opportunities are planned for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, we allow children to take risks in a safe environment.
- A range of experiences allow children to explore the language of feelings and responsibility; we reflect on pupil differences and understand we are free to have different opinions. Children are encouraged to share likes and dislikes and express themselves.

Mutual respect and tolerance: treat others as you want to be treated

- Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.
- Children are encouraged to acquire tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- We promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

14. SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Care is taken to assess the needs of each child from Nursery age onwards. Should a child be identified as having any special educational need, the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary, their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child- see Special Educational Needs Policy for further information.

This policy links to the following policies and procedures:

Keeping Children Safe in Education (an updated version comes into effect annually on 1st September).

Statutory Framework for the Early Years Foundation Stage (an updated version comes into effect annually on 1st September).

Safeguarding policy

Whistleblowing

Health and Safety policy

SEND policy

Intimate Care policy

Food and Nutrition Policy

Policy for the Use of Mobile Phones

Administration of Medicine and First Aid Policy

MONITORING and REVIEW

It is the responsibility of the Early Years' staff to follow this policy. The Senior Leadership Team will carry out monitoring on the Early Years as part of the whole school monitoring system. This policy will be considered before the start of each academic year and will evolve to incorporate the views of all staff concerned.

There is a named Governor responsible for Early Years. Practice will be observed and discussed with practitioner. When issues requiring discussion need to be raised, this will be provided to the whole school governing body when required.

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All children attending Ferndale's Early Years have a personal online Learning Journey which records photos, observations and comments in line with the Early Years Foundation Stage curriculum. This enables staff to build up a record to help assess your child's progress and each child's learning and achievements during their time with us.

The Tapestry system is hosted on a secure server. Secure access via email and password is used. Information and images of your child will not be shared with outside agencies or other parents. The only people able to access their online Learning Journal are members of Ferndale staff and yourself. When your child takes part in a group activity, for privacy reasons, you will not be able to view the supporting picture or video clip.

You will have password protected access to your child's online Learning Journey and we encourage you to contribute information and evidence of your child too by uploading photos, videos and comments of their learning development and experiences. We want Tapestry to be exactly that – a woven blend of information and evidence from school and home about your child, their abilities and progress made.

To set up, a parental email address is registered. Once the email address has been registered, an email from Tapestry will be sent along with an initial password. We strongly recommend that parents/ carers change this password to something memorable. We do not take responsibility for recording or have knowledge of passwords so urge account holders to store it safely.

A parent/carer can choose who has access to their child's Learning Journey at any time. Additional email addresses can be added.

If you do not have email/ internet access, staff will be able to show you your child's online Learning Journey at Parent Consultation Meetings.

The account holder agrees to the following:

- the sharing of observations uploaded by staff onto a child's Tapestry Learning Journey on to social media is strictly prohibited.

- the Tapestry Online Learning Journey is to be used to record the learning and achievements of children- it is not a communication tool between school and home.

- Tapestry should be used in a professional manner, with respect for staff at all times. Professional language will be used when uploading evidence and writing comments.

If these terms of use are not adhered to, access to the Tapestry system will be withdrawn.

<https://tapestryjournal.com/>