



Seven Stars Primary School

EYFS Policy

Aims

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.”

(EYFS Statutory Framework for group and school based providers, November 2024)

In Seven Stars EYFS Superstars Unit, we nurture and respect a child’s interests and natural curiosity to learn and explore. We are keen to support a child’s own desire to find out more about home, their community and the wider world. We aim to foster and develop that life long love of learning enabling children to flourish.

Our Curriculum Intent

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

The EYFS principles which guide those working within the early years setting are grouped into four themes:

- **A unique child:** Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships:** Children learn to be strong and independent from a base of loving and secure relationships with parents/carers and/or a key person.
- **Enabling environments:** The environment plays a key role in supporting and extending children’s development and learning.
- **Learning and Developing:** Children develop and learn in different ways and at different rates.

All areas of learning and development are equally important and interconnected.

These themes inform the practice of the Early Years staff. This helps ensure that staff provide the best possible support for the development, learning and care of each individual child within the Foundation Stage Seven Stars Primary School.

A Unique Child

At Seven Stars, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. Through the seven areas of learning, we provide topics that excite and engage children, building upon their own interests and developing their experiences of the wider world around them. We recognise that all children enter into our setting with varied experiences, and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful.

Children learn at different speeds and in a variety of different ways so a wide range of teaching strategies are employed within the classroom to ensure that all children make progress. We aim to create a balance between child-initiated and adult-led activities within the classroom to help build children's confidence, self-esteem and independence.

The children are carefully observed and monitored from their first day in the Foundation Unit so that each child's individual interests and needs are fully met.

We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. Children are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of the growth mindset. The children are taught how to learn and how to become successful learners, and everyone can learn with practice and effort.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Seven Stars School are treated fairly regardless of race, religion or stage of learning.

We teach the children that practice and effort lead to learning and improvement. Teachers plan learning tasks which enable all children to access the curriculum and to achieve as highly as possible. In Early Years, the children begin to learn to take responsibility for their learning and begin to understand the concepts of choice and challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

Curriculum and Learning

In the EYFS we have realistic and challenging expectations and 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 through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

All children in the school must be safe. Through citizenship teaching and nurturing, we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid dangers in the real and virtual world.

Our ethos in Early Years is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn.

Enabling Environments

At Seven Stars, we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. We adapt our environments to meet the needs of the cohort, ensuring that experiences are meaningful and support development.

Carefully planned, purposeful play, both indoors and outdoors, is the foundation of development and learning for young children. Children learn in a variety of ways: watching others, talking, asking questions, listening, exploring and investigating. Learning through play is both enjoyable and challenging and helps children to develop intellectually, creatively, physically, socially and emotionally.

We have direct access to an outdoor area, and children are encouraged from the very start to see this area as an extension of our classroom. This area gives the children a space to develop different ways of playing outside of the normal restrictions of the classroom. We encourage the children to attempt to put on their own wet suits, sometimes laying out suits or starting zips.

Assessing

A range of assessments are carried out throughout the year. These include formative assessments which are carried out on a daily basis and summative assessments which are carried out termly (this includes on-entry data during the first seven weeks of the Autumn term). All children have a Learning Journey where examples of their work are placed. The Learning Journeys are used to inform our planning and as an assessment tool when completing each child's EYFS Profile. We use Evidence Me to capture observations and record children's progress.

We also capture learning experiences in EYFS using, "Our Time in Nursery/Reception" Wall. This provides children with opportunities to celebrate what they have learned, use it as a basis for discussion and revisit some of our topics and activities.

We feel that a daily routine is very important for the children learning and development helping to create a sense of security and safety. Children are introduced to these routines from their first visit to the classroom. During their first few days at school we encourage the children to take ownership of their classroom by working with them to devise a list of classroom rules. We use a variety of methods to deliver instructions and enable all children to tune in. These are in the form of singing, use of tambourine, simple instructions, sign-along and music. This is an effective way of engaging children in tasks or delivering instructions in a calm manner.

Role of Adults in the Foundation Stage

Although the teachers are responsible for the planning within the Unit, observations, discussions and ideas for developing areas is a collaboration between all staff. Staff regularly discuss what they have seen and share observations using the Evidence Me program or discussion between individuals. It is important that this is done together as it is vital that the adults working within the foundation stage have a clear understanding of where the children are and where they need to go.

All the Early Years staff have a responsibility for observing and reflecting on the children's spontaneous play, as well as on the adult-led activities they carry out. These observations are placed within the children's Learning Journeys as well as being used to inform our planning to ensure that all children's development needs are being met and that the activities are appropriate for the individual needs of each child.

The Classroom teacher and the teaching assistants are also responsible for the displays in the classroom as this is an important part of the children's learning environment. A large percentage of the children's work is displayed within the classroom or within the school promoting a sense of pride and achievement. Time is also given for children to share things they have achieved or made at home or in class. Parents and school can share work, information and achievements on Class Dojo, ensuring that we celebrate everyone.

Liaison within the School

Our Foundation Unit allows all adults to get to know the children in both Nursery and Reception and enables adults and children to form good relationships. A safe and secure learning environment with happy, welcoming and responsive adults is paramount to a child's wellbeing and learning. Children moving from our Nursery into Reception class have a smoother transition as they already know the learning environment and the adults within it.

Children that come into our School from other Nurseries or schools are encouraged to visit the Foundation Unit with their parents or guardians so that they can see our environment and meet the adults. Visits are made to Nurseries and liaisons with key workers and parents are vital to ensure a smooth transition. However, we recognise that children are individual and we work closely with parents to ensure that children are school ready and further visits and Stay and Play sessions are tailored to meet the needs of that child.

The Reception teacher, teaching assistant and Year One teacher work closely to make the transition from Reception to Year One as easy as possible. Reception and Year one are given plenty of opportunities to work and socialise together. This encourages friendships and allows the Year One children to 'teach' the Reception children how to play. The Year One teacher will teach the class

Parents as partners

We recognise that parents' influence is important throughout childhood. Parents guide, encourage and teach their children and research has shown that parental involvement in a child's schooling is the most important factor in the success of the child's educational achievements in adolescence. We also recognise that school for some parents can be a daunting place and are sensitive to the experiences that some parents may have had during their school years

We work hard to form good relationships with parents and other family members, ensuring that there is always a friendly face at the classroom door, time is given to parents to share information or concerns and recognise that what they say is valued. We encourage parents to play an active role in their child's schooling.

To enable parents to work in partnership with the school we:

- Have an open door policy, ensuring that the Early Years staff are accessible both at the beginning and end of the school day so that parents/carers can chat and share information. Appointments can also be made to meet with staff in a more formal context;
- Encourage parents to participate, wherever possible, in the school life of their child through reading at home, sharing hobbies, jobs and skills with the class;
- Provide timely feedback on children's progress through two parent consultations and an end of year report.
- Parent Workshops are planned for by the teachers to meet the needs of the parents and there is flexibility to ensure that everyone feels that they can be part of their child's learning. We have held Phonic and reading workshops yearly but are also there for individual parents.
- Books are Brilliant project is a great way for children and parents to share a wide selection of books and get ready for Reception class.

Settling in process

Nursery

For children who are going to attend our Nursery, we invite parents and children to look round our classes. Through discussions with parents and observations of the child, we can make the transition into Nursery as smooth as possible by providing more visits, taster sessions and further discussions with parents.

Parents can then request taster sessions to enable their child to develop knowledge of the classroom and build relationships with peers and staff.

Reception

In the Summer term, a meeting is held for the parents of those Reception children joining us in September. This meeting enables the parents to meet their child's new teacher and the other members of staff, ask any questions, look around the classroom and the school and find out a little more about the Early Years curriculum. This meeting takes place before the children are invited in for their induction visits.

The children are invited to look round the class with their parents throughout the year. Children then attend some taster sessions towards the end of the Summer term in preparation for them joining in September. These induction visits give the children the opportunity to explore their new classroom, their new school and it gives both the children and adults a chance to get to know each other a little better. These visits can be tailored to meet the needs of the individual.

September 2025

Lisa Hollinghurst EYFS Lead and Nursery Teacher.

Review date: September 2026