West Green Primary School
Early Years Foundation Stage Policy

Reviewed on:	July 2025
Next Review:	July 2027
Staff Responsibility	SLT
Governor responsibility	FGB
Signed by Chair	*Amelia Griffiths*

Safeguarding Statement

At West Green Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at West Green Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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1. Aims

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory Framework for the Early Years Foundation Stage (EYFS) – DfE 2021

This policy aims to ensure:

- Every West Green child's first experience of school is happy, positive and fun
- That children access a broad, balanced, stimulating and largely play-based curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- A safe environment that encourages independence and offers the freedom to explore and attempt new challenges without fear of failure
- That children develop a love of learning
- That children know they are valued as individuals and that they are helped to respect and value others
- 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 in the education of their children
- 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 2024 statutory framework for the Early Years Foundation Stage (EYFS)
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

3. Structure of the EYFS

At West Green Primary School, the Early Years Foundation Stage encompasses our Reception class – Red Class. Parents/Carers apply for Reception class places through the Haringey Local Authority application process. Once a place has been offered and accepted, the school will contact parents/carers by post in the summer term prior to their child starting at West Green. They receive an invitation to attend a meeting regarding admission arrangements and an opportunity to meet the staff team. They are invited to arrange a home visit and to attend a transition activity with their child.

Admission to Reception Class

It is very important that children have a smooth transition into Reception Class and we follow a structured programme to ensure that this happens. We are aware that some children have previously been in a provision, however this is their first time starting school at West Green. We find that even children who were settled into Nursery need support during this transition.

We admit children in groups of 15 over seven school days. After this time, there are additional days available for any children who require an extended settling in period.

Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
	Group A 8:55-11:45	Group A 8:55-11:45	Group B 8:55-11:45	Group B 8:55-11:45
Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Group A +B 8:55-1:30 (lunch)	Group A +B 8:55-1:30 (lunch)	Group A+B Full Time		

The Reception staff team will discuss with parents/carers when either feel that a child is not settling in the above timeframe. Together, home and school will devise a programme individual to the needs of the child to ensure their smooth settling into Reception.

We stress the importance of parents/carers being involved in the settling process and encourage them to stay with their child for as long as is agreed necessary. All parents/carers must expect to stay with their child on their first day at least and make a familiar adult available 'on-call' throughout the first couple of weeks.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

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

4.1 Planning

At West Green Primary School, we recognise that every child is unique. We plan so that children can be competent learners developing resilience, capability, confidence and self-assuredness. We recognise that children develop in individual ways, at varying rates. 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 towards learning.

We plan a range of activities and experiences for children that enable them to develop and learn effectively. In order to do this, as practitioners working with our youngest children, we plan a largely play-based curriculum and we focus strongly on the 3 prime areas particularly in the children's first term at school.

We also take into account the individual needs, interests, and stage of development of each child in our care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability (SEND), we consider whether specialist support is required and link with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, we reflect on the different ways that children learn and include these in our practice. We plan enabling environments including both indoor and outdoor areas. We provide stimulating environments offering experiences and activities that are challenging but achievable, giving children the confidence to explore and learn in secure, safe spaces. We use materials and resources that reflect both the communities that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer as we believe that this encourages independent learning.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. We 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.

5. Assessment

Since September 2021, we have used the Reception baseline assessment. This provides a snapshot of where pupils are when they arrive at school, establishing a new starting point to measure the progress they can make by the end of year 6. The assessment is interactive and practical, covering early mathematics, language, communication and literacy. The assessment will reflect familiar foundation-stage practice and encourage positive interaction between the teacher/teaching assistant and the pupil. There is no need for pupils to prepare for the assessment and in most cases, pupils should not be aware they are being assessed. The baseline assessment has not replaced the ongoing assessment we carry out.

At West Green Primary School, ongoing assessment is an integral part of the learning and development processes. We observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. We also take into account observations shared by parents/carers. To assist in our assessments, our children's learning journey through Reception is recorded using Tapestry. All children have a personal online Learning Journey which records photos, observations and comments in line with the Early Years Foundation Stage. This enables us to build up a record of each child's learning and achievements during their time with us.

At the end of the EYFS, we 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/carers. The results of the profile are then shared with parents/carers.

6. Working with parents/carers
We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers.

We encourage the involvement of parents/carers through daily class-based contact at drop-off and pick-up. We encourage parents/carers to spend a little time talking with staff and sharing in the learning environment with their child. As mentioned above, we encourage parents/carers to share and contribute to their child's 'Special Folder' via Tapestry. We also invite parents/carers to various workshops across the year. Parent/carers have access to borrow reading books and we continue to encourage them to share and read stories with their children at home, in the classroom and in the school library.

Parents/carers are kept up to date with their child's progress and development through daily contact as well as termly parent/carer consultations. The online Learning Journey provided by Tapestry provides parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents/carers may also upload their own observations as well as comment on observations made by the Reception team.

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/carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures
Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements
This policy will be reviewed and approved by SLT every two years.
At every review, the policy will be shared with the governing board.