



Early Years Foundation Stage Policy

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

“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 (mental) abilities to invent and make new things and when this gives them a high degree of satisfaction and pleasure.”

Ferre Laevers

Aims:

Through the implementation of this policy, we aim to ensure that the children at Poplar Farm School are given an excellent start to their formal education. We foster a love of learning through providing an enriched and engaging curriculum where the children's interests are followed as we teach the skills and knowledge ensuring all children reach their full potential.

Guiding Principles:

- We know that all children are unique and therefore understand that their learning and development will be individual. We believe that getting to know our children and supporting them by scaffolding learning, which is carefully assessed using skills development, will enable them to develop socially, physically, intellectually, and emotionally.
- Solving problems both within learning and social interactions is taught and developed in our children. We support them to build strong relationships with adults and peers. Our children follow the guiding principles of the Poplar Promise which alongside the UNICEF Rights of the Child is an integral part of the learning in reception.
- Developing independence is also a key part of early development at Poplar Farm School. Having an enabling environment, alongside the implementation of the Plan-Do-Review system, allows our children to make choices, select apparatus, and follow out tasks independently allowing adults to skillfully support and develop learning opportunities.
- Our children are safe and secure in both our inside and outside learning environments. We follow the school safeguarding procedures, have detailed risk assessments, and also encourage the children to assess their safety as they become 'Safety Inspectors' and self-check the outside play area for hazards.
- We promote protective characteristics through book choices, positive and diverse images in the classrooms, and promoting equality of opportunity and anti-discriminatory practice.

Curriculum:

At Poplar Farm School the EYFS curriculum is skills-based and sequenced to build on new skills whilst giving opportunities to re-visit and reinforce previous learning. Children's interests are followed and as they play and learn they are observed and assessed. This allows staff to identify and support each child's 'next steps' for learning.

Seven areas of learning and development must shape education programs in EYFS settings. These are split into two sections - prime and specific; however, all the sections are interconnected.

The 'prime' areas of learning and development are:

Communication and language

- Listening, Attention, and Understanding
- Speaking

Physical development

- Gross Motor
- Fine Motor

Personal, social, and emotional development

- Self-Regulation
- Managing Self
- Building Relationships

The 'specific' areas of learning and development are:

Literacy

- Comprehension
- Word reading
- Writing

Mathematics

- Number
- Number Patterns

Understanding the world

- Past and Present
- People, Culture, and Communities
- The Natural World

Expressive arts and design

- Creating with Materials
- Being Imaginative and Expressive

We make learning exciting and fun.

Planning:

Planning builds upon and extends children's knowledge, experience, and interests.

- Our children's learning experiences enable them to develop competency and skills across a number of learning areas.
- The early year's foundation stage (EYFS) sets standards for the learning, development, and care of your child from birth to 5 years old. The children's interests inform planning for both groups and individuals. Our medium-term planning is completed half-termly which identifies the intended learning for children working towards the Early Learning Goals following the CIT Early Years Curriculum.
- We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. Indoor spaces are planned so that children can independently access a variety of resources using Plan, Do, Review, and an appropriate range of activities are provided. We also ensure that we employ resources that reflect diversity and are free from discrimination and stereotyping.
- The outdoor space gives children opportunities to complete tasks and revisit learning with larger equipment. We have a range of clearly labelled resources in boxes for children to access independently. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their selection of the activities on offer, as we believe that this motivates and encourages independent learning. They are also responsible for putting resources away.

Assessment and Monitoring:

Assessment plays an important part in recognising children's progress, understanding their needs, planning activities, and assessing the need for support.

- During the first term in Reception, the teachers assess the ability of each child using the government Reception Baseline Assessment (RBA). These assessments allow us to identify patterns of attainment within the cohort, to adjust the teaching program for individual children or groups of children.
- The EYFS profile is a statutory assessment of children's attainment at the end of the early year's foundation stage. This enables teachers to record their observations and summarise pupils' progress towards the Early Learning Goals. We record each child's level of development as 'met or 'below' the expected level at the end of the reception year.
- We constantly assess children's learning and use this information to ensure that planning reflects identified needs. Assessment in the foundation stage takes the form of both formal and informal observations, photographic evidence, and planned activities.
- Assessment is completed by both the teacher and other adults working with the children, with assessment sheets being updated at the end of each long term on Bromcom.
- Evidence of learning in the form of written tasks, observations, or child-initiated work is used as evidence to moderate both internally at Poplar Farm School and externally with other CIT schools.
- We hold two parent consultations during the academic year and a written report in the summer term. The end-of-year report includes brief comments on progress in each area of

learning, highlighting strengths and development needs. Reports are completed in June and sent to parents in early July each year.

- Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

Special Needs and Inclusion:

At Poplar Farm School, all children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability, or gender.

- The CIT Equality and Diversity Policy ensures that the needs of all children are met, regardless of any protected characteristics they have. Furthermore, the EYFS curriculum is planned to meet the needs of the individual child and support them at their own pace.
- All SEND in the EYFS setting is monitored and managed by the school's SENDCO following the Poplar Pathway.
- We work closely with settings that have identified SEND to ensure that we are able to meet the child's needs when they join Poplar Farm School.
- The school SEND policy outlines the full policy and procedures.
- We have a very good relationship with outside agencies and follow the guidance provided including speech and language programs, guidance from physiotherapy as well as differentiated learning resources when required.

Working with Parents:

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

- Parents and/or carers are kept up to date with their child's progress and development through class dojo messages, tapestry online observations, and daily conversations during drop-off and collection.
- We also hold open afternoons where parents/carers are invited to come into school and participate in activities with their children.

Transition into Reception:

Starting school can be a stressful time for both parents and children.

- All children starting in our Reception who attend pre-school or nursery settings are offered a visit from a member of the EYFS team before starting school. This allows children to informally meet a teacher in a familiar environment. It also allows staff to discuss individual children's needs with their current setting.
- Additionally, children will have four taster sessions during the summer term to meet all of the staff and become familiar with their new surroundings. Sessions are focused on learning names, class rules, and adapting to new routines.
- The children are also invited to attend a 'meet your teacher' transition morning, in addition to the taster sessions. Children joining school mid-year are offered taster sessions for a smooth transition.
- Parents are invited to attend an induction meeting during the summer term. This allows them to meet the staff and have an overview of the support we offer their children as they begin

school. It also allows staff to address practical issues such as school routines, uniform, PE kit, school dinners, including free school meals, and explain about the induction into Reception.

Transition to Year 1:

Staff work to ensure a smooth transition for all children when moving year groups.

- In the summer term, our reception children visit their new Year 1 teachers on two occasions before starting Year 1.
- Reception teachers meet with Year 1 staff to share knowledge of each child’s development, progress, and achievement towards the early learning goals. Teachers have a well-rounded picture of the children prior to starting the new school year.
- At the beginning of the autumn term in Year 1, the children can continue with ‘Rainbow Challenges’, which are used at the end of the reception year, for a transitional period.

Safeguarding and Welfare:

Children learn best when they are healthy, safe, and secure. We ensure their individual needs are met and that they have positive relationships with all the adults caring for them.

- We follow the safeguarding and welfare requirements detailed in the ‘Keeping Children Safe in Education Statutory Guidance’ (September 2023) and EYFS Statutory Guidance while we adhere to the Poplar Farm School safeguarding policy using CPOMS.
- A reception risk assessment is in place to review the health and safety arrangements regularly.
- We manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs, following the school behaviour policy using restorative practice.
- Using CPOMS we maintain detailed records of incidents.
- We are a healthy school and participate in the free fruit and milk for the under-fives scheme.
- We provide the universal infant-free school meal scheme where our school menu is regularly monitored by our school chef.
- We cater to those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.
- Freshwater is readily available for all children and we encourage children to use their water bottles throughout the day.
- Children are taught the importance of personal hygiene and washing their hands correctly.
- In line with the new Early Years curriculum, we teach and promote dental hygiene.

Monitoring and Review:

It is the responsibility of those working in Reception to follow the principles stated in this policy. Acceptance of this policy includes a commitment to implementing it in full.

This policy was adopted on:	March 2021
Review Cycle:	Annually
This policy was subsequently reviewed on:	February 2022
	February 2024
	October 2025