

Britannia Primary School and Nursery



Early Years Foundation Stage Policy

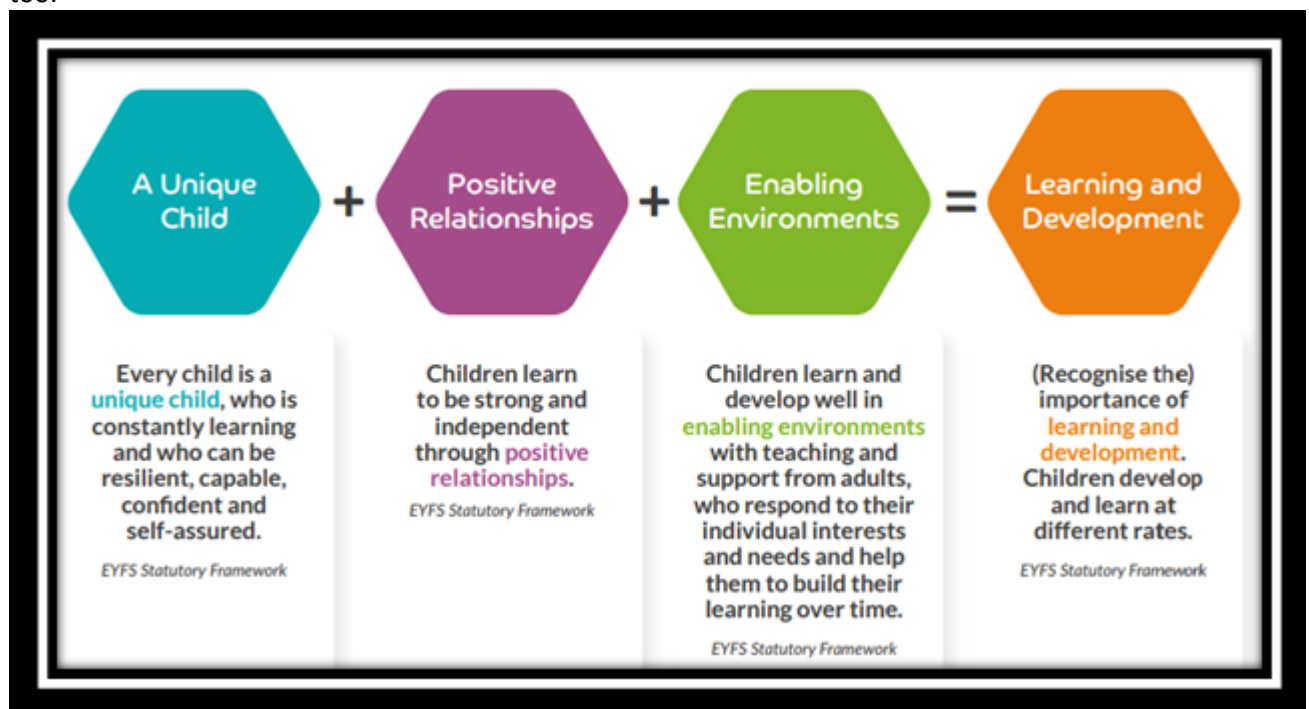
‘Developing responsible citizens, confident individuals, and independent learners’

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<i>Adopted by Governors on</i>	Summer 2026
<i>Committee</i>	LAB
<i>Signed by Chair of Committee</i>	K Smith
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Early Years Foundation Stage Policy

Statement of Intent

Our Early Years Curriculum aims to lay a secure foundation for future learning. We engage children in learning from the very start and expect our children to leave us as happy, confident and independent learners. All staff work hard as a team to create a positive, caring and welcoming atmosphere where the children feel secure yet are challenged to achieve their best. The emphasis is very much on helping individual children to achieve their full potential. We are fully inclusive, and all children are expected to think about the needs of others. We respect all families and aim to develop a positive two-way relationship with each one. We provide for and support every child. Within our school, we know that children do their best when all their physical and emotional needs are being met. We embrace the individual and all staff understand that each child is different, and their learning requirements and styles are unique too.



By providing a high level of wellbeing this in turn leads to high levels of child development and the ability to create and think critically. We aim to provide our children with knowledge, skills and experiences in a hands-on, holistic way so that all learning is embedded in a meaningful context. We do this through a flexible curriculum that engages and motivates our children. At Britannia we follow the seven areas of learning as set out in the [EYFS Development Matters](#)



Implementation

Our curriculum is a carefully planned learning experience. During their nursery and reception years, our children follow the

https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf

Staff put effort, energy and enthusiasm into designing an exciting and stimulating curriculum. We offer a flexible approach, provide additional challenge and create relevant teaching opportunities that deepens learning and understanding. Our daily routines support children to settle in, feel safe and secure. Our ongoing assessment allows us to respond quickly to the children's needs. Our environment is set up to develop appropriate skills. Our resources are considered carefully and are used to provide challenge, curiosity and to match the children's interests.

We provide a learning environment based on the individual children's needs and interests and it builds on previous skills and knowledge. It starts with the children and their own locality and stretches out to explore being a good citizen and develop their awareness of the wider world.

Staff observe, listen to and work with children to facilitate learning. Positive relationships and good communication play a vital part when planning for individual needs. Every child has the support they need to flourish. Staff are aware they are role models to the children and model the behaviours we expect in school.

All children access a broad, balanced, well-resourced curriculum, which offers opportunities for enjoyment and success through active learning. Planned activities aim to foster good social relationships, promote equal opportunities and support special educational needs. Children learn to co-operate and listen to others. They do this in pairs, small groups and whole class groups. We use short teacher inputs and access to a cross curricular indoor/outdoor provision. Staff plan for and ensure that both the inside and outside spaces are fun, safe, engaging and offer challenge.

Staff understand that the prime areas of learning begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. Furthermore, these prime areas continue to be essential throughout the whole of the EYFS. All 7 areas of learning are used to plan children's learning and activities. Staff use first hand experiences, visitors and visits to enhance children's experiences and to bring their learning alive.

At Britannia, we encourage children to develop their imaginations, to get actively involved in learning and to make decisions. Through their play, our children will:

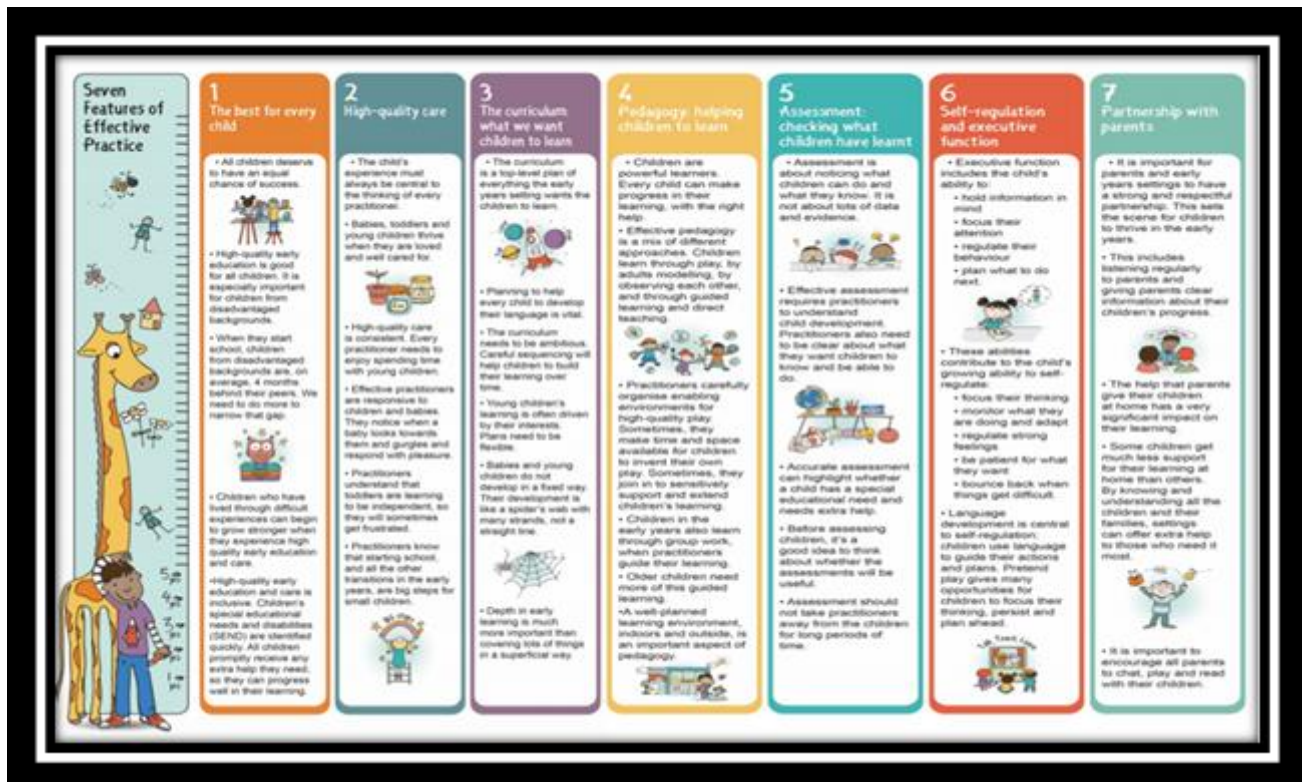
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Explore, develop and represent learning experiences that help them to make sense of the world. Practise and build up ideas, concepts and skills. Learn how to understand the need for rules. Take risks and make mistakes. Think creatively and imaginatively. Communicate with others as they investigate and solve problems.

To plan appropriate activities staff carry out assessments. Our assessments start with careful observation. These observations inform planning and in turn are used to support the children's wellbeing, development and learning.

We record observations in Nursery on a secure online journal called Tapestry. This is shared with parents, and family members can add their own observations too.

In Reception, children's work is presented in a Learning Journey folder. Each child has their own folder, and work is added throughout the year. Learning is shared regularly with parents through Learning Journey sharing sessions where children present and talk about their learning with families.



Impact

Children's progress is monitored closely from the moment they start, and their journey is tracked throughout the year allowing appropriate support and challenge to be put in place. Due to this our GLD is above average and in individual cases where children do not reach the required standard their transition into Year 1 is monitored closely to ensure they receive the support to help them progress. Our assessments are integral to effective learning and teaching. As a result, our children have a sense of belonging, have a positive disposition to learning and are ready to move through the school. They transition into Key Stage One with confidence and a strong character to meet the challenges of an ever-changing world.

Our teaching style allows the children to display high levels of concentration, creativity, energy and persistence. Self-esteem blossoms and children develop crucial social skills as they support each other in their learning journey. Our children talk confidently about their learning and share their experiences in discussion with others.

Through our curriculum our children learn about risks and safety, how to make good choices and gain an understanding of boundaries. They develop into responsible citizens, confident individuals and independent learners.

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To conclude, our curriculum provides the foundations for every area of learning, and our children flourish and go on to be the best they can be.

Assessment, Recording, Reporting, Monitoring and Evaluation

At Britannia Primary School and Nursery, we understand the importance and need for regular and accurate assessment to teach our children best. The following assessments take place during Nursery and Reception.

- On entry Reception baseline assessment <https://www.gov.uk/guidance/reception-baseline-assessment>
- School entry baseline using 'age bands' as set out in Development Matters recorded on Insight
- Individual learning journey folders (Reception) and electronic learning journeys in Nursery
- Individual progress tracking using Insight
- EHC Plans
- Speech and language therapy targets
- Language screening using Language Link
- Daily observations, assessments, and evaluations to inform planning
- Regular assessments in phonics and reading (ReadWriteInc.)
- Regular maths assessments using WhiteRose maths (WRM)
- Year group planning
- Completion of the Early Year's Foundation Stage Profile (EYFSP) at the end of Reception <https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>
- Sharing online learning journeys with parents in Nursery, through Tapestry
- Learning Journey share sessions with parents, each half term in Reception.
- Parent consultations in Autumn and Spring term
- Termly interim reports (Reception only)
- End of year written reports

We recognise the need for rigorous monitoring and in the Early Years the impact on the children's learning is monitored by

- EYFS Phase leader monitoring
- Subject leader monitoring
- SLT monitoring
- Dashboard updates each half term by EYFS Phase leader
- School Improvement Plan

Planning

At Britannia Primary School and Nursery, we recognise the importance of thorough planning to deliver our best teaching. In the Early Years we meet regularly to plan the curriculum through:-

- The Statutory framework for the early year's foundation stage (2021) <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- Development Matters (non-statutory guidance for the early years foundation stage) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1180056/DfE_Development_Matters_Report_Sep2023.pdf
- Long Term Planning (LTP) of themes and coverage
- Medium Term Planning (MTP) of content of themes
- Provision planning of carefully planned play activities both indoors and outdoors
- SEN planning using learning plans, EHCPs or One-page profiles and inclusion plans

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- Evaluations of children's responses to planned activities
- Planned interventions
- Assessments and outcomes
- Organisation of Nursery and Reception into defined areas
- Adult support

Organisation

The organisation of our Early Years reflects the children's age and stage of development and need for social interaction. The children are organised into:-

- Nursery and Reception classes
- In whole class teaching groups
- ReadWriteInc. teaching groups
- In individual, paired, or small group interventions
- In planned play activities

Children have daily continuous free flow access to both the indoor and outdoor environment all year round

Leadership and Management

At Britannia Primary School and Nursery, we provide clear leadership through the leadership team. The Early Years is led and managed by a named Early Years Phase Leader working in the leadership team.

The role of the phase leader is:

- To give support to staff and offer leadership in development through Leadership meetings and phase meetings.
- Monitoring
- On-going scrutiny of assessment data including the Foundation Stage Profile results at the end of Reception
- SIP monitoring and evaluation
- Working with subject leaders and curriculum lead
- Reporting to SLT

Staffing

At Britannia Primary School and Nursery, we recognise the importance of well qualified and trained staff to ensure our children receive a high-quality education. Staff is organised by:-

- Reception has 3 qualified teachers and an early year's qualified HLTA
- Additional teaching assistants supporting groups of, or specific children
- Nursery is staffed by a Level 3 qualified and experienced nursery lead practitioner
- Teaching assistants in Nursery hold level 3 and level 2 suitable Early Years qualifications
- Additional teaching assistants when/where appropriate
- Volunteers, parent helpers and students

Snack

In the Early Years Foundation Stage children are provided free of charge with fresh fruit or vegetables daily. In addition, milk or water is provided with snack. All children are also expected to bring a bottle of water to school each day in line with school policy.

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Presentation of Learning

At Britannia Primary School and Nursery, we are proud of our children's achievements, and we promote this with the children so they too can celebrate their learning. In the Early Years the children's learning is celebrated: -

- Through own made books, paintings, models, and drawings
- Class books
- Through verbalising their learning with other children and adults
- Through displays and photographs
- Writing
- Their own learning journey, including an electronic learning journey in Nursery
- Opportunities to further develop learning through play in continuous provision
- Through school website

Parental Links

At Britannia Primary School and Nursery parents are recognised as the children's first and most enduring educators and we work with them in the early years by

- Welcoming families to the school through a carefully planned transition before their child starts
- Stay and Play sessions
- Induction meetings between staff and parents
- Induction sessions
- Enhanced transitions where appropriate
- Meet and greet at the beginning of each day
- Parentmail for sharing information
- Tapestry, in Nursery, for sharing online learning journal observations and memos from school and observations from parents at home
- Sharing planning for themes (MTP), maths (WRM) and Reading (RWI) and writing (T4W)
- Reading information session (Reception)
- Staff available at the end of each day for any queries or concerns.
- Learning journey shares half termly (Reception)
- SEN parent consultations where appropriate
- Newsletters, consultations, interim and end of year reports

Liaison and Transition

A strong transition is recognised at Britannia Primary and Nursery School as key to a smooth and secure start for our children. Therefore, transition is planned carefully. In the Early Years: -

- Letters welcoming parents with key information including timelines and expectations sent to parents during summer term.
- We liaise with local pre- schools to discuss transition, relevant issues and develop continuity.
- Induction for new parent's page on school website containing information for parents and children prior to starting Nursery or Reception.
- Welcome story video made by class teachers sent home during summer term
- Stay and play sessions with parents and children prior to starting in Nursery and Reception
- Online 'All About Me' forms completed by parents during the term before starting
- Phone calls with parents prior to starting, where requested
- Phased induction period during first 2 weeks in September
- Reception children visit year 1 during the summer term.
- Year 1 teachers visit and take story session in Reception during the summer term
- Year 1 continue to follow Early Years practice for those children who need to during the autumn term initially.

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Behaviour Management

Behaviour in Nursery and Reception is managed in line with whole school positive Behaviour Policy which is underpinned by a Therapeutic Thinking approach. The Zones of regulation are used to teach children to understand, recognise and re-set their behaviour. A golden star system is used daily to celebrate achievement, hard work and perseverance and golden coins are collected for following our schools' 4R's which contribute towards golden time each week.

Safeguarding

The well-being of our pupil's is paramount and therefore if there are concerns about a pupil, we follow procedures for safeguarding in line with the whole school safeguarding policy. Concerns about staff are raised following the schools Whistleblowing policy.

Equal Opportunities

Equal opportunities is a fundamental right for all children regardless, for example, of gender, race, cultural and social backgrounds, religious beliefs, physical characteristics or educational needs. To reinforce these rights this Early Years Foundation Stage policy will actively promote the whole school policy for equal opportunities.

Medicines

Where there is a need for medicines, other than inhalers and epi pens, to be administered in school this will be done in line with the school medical conditions policy. For inhalers and epi pens the school first aid policy will be followed.