

CHBP School Federation



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'As a federation, and as individual schools, we are committed to the wellbeing of all of our community - this is an integral part of each school's culture and ethos. Policies are formulated and implemented with this in mind, placing the wellbeing of all at the forefront at all times.'

Early Years Foundation Stage Policy

2025 - 2026

At CHBP, we recognise the individuality of all children and are inclusive of all members of our school community. Positive relationships are built and children feel safe, secure and confident. We support children in becoming independent and happy learners who thrive within our environment and with a wealth of experiences. They develop secure foundations, emotionally, socially and academically where they are inspired and enthusiastic, with a hunger to learn. Wellbeing is supported so that children develop their own self-help skills. In building secure parent/carer partnerships, they know their child's developmental milestones and how to support them both academically, emotionally and socially.

“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.” (*Development Matters in the Early Years Foundation Stage, 2012, p2*)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.” EYFS Statutory Framework

Positive Relationships

“Children learn to be strong and independent through positive relationships.” EYFS Statutory Framework

With parents/carers

We have planned opportunities for parents/carers to meet with staff before starting school. This includes key members of the wider school staff e.g. the leadership team and SENCO. Specific ongoing training for parents/carers supports all aspects of their child's development. This is bespoke and can be adapted for the needs of the cohort and individuals.

With our culture of care and nurture, family support can be offered by our Learning Mentor, to help with wider needs such as housing and school uniform.

Communication is key, and happens regularly both informally and formally in a range of different ways including:

- Starting School booklets
- Use of individual online Learning Journals (Tapestry) and class information accounts
- Parent consultations

- An open-door policy to allow for informal conversations

Behaviour support

We adopt an individualised, flexible and responsive approach towards positive behaviour support.

Our partnership with parents/carers ensures that support for children is consistent between home and school.

This includes;

- Restorative approach
- Encouraging self-regulation (or co-regulation with a familiar adult)
- Modelling of appropriate behaviour
- Reflective conversations
- Teaching and using the Zones of Regulation, which then continues into KS1 and KS2
- Emotion coaching
- Favourable behaviour choices given
- Specific praise and celebration of positive behaviour choices

Enabling Environments

“Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.” EYFS Statutory Framework

The EYFS environment values all individuals within it and provides expertly planned and facilitated opportunities for development and learning. Children have access to spaces both indoors and outside and to appropriate, stimulating and well organised and cared for resources which allow children to learn how to manage and take risks as they learn through exploration and discovery while being supported through expert and playful teaching. Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children’s learning. (Development Matters 2021, P10)

Learning and Development

“(Recognise the) importance of learning and development. Children develop and learn at different rates.” Statutory Framework for the EYFS

Curriculum and Learning

Excellent practice is:

- A secure and thorough understanding of child development
- Applying an understanding of child development to enable practitioners to expertly support and challenge every child and identify next steps to move learning and understanding forward

- Children and staff having 'real' conversations, during which staff are attentive, and model respectful listening and respond appropriately
- Practitioners having a clear understanding of children's needs and interests
- Practitioners modelling the use of rich varied vocabulary and use grammatically correct language both in direct teaching and when engaging with children in their play
- A child led curriculum that child led, and which builds upon their children's interests and what they already know so that they can know, remember and do more

The EYFS curriculum lays the foundations for children to be ready for the next stage of their education (KS1) and as such includes carefully planned direct teaching and a timetable of input for core skills e.g. phonics and number sense etc. which is then built upon during independent play.

Access to high quality literature is pre-planned. Core texts are expertly chosen to support learning across the curriculum including stories, poetry, non-fiction and rhymes. These high-quality texts are a key vehicle for learning and inspiration and are at the heart of our EYFS curriculum.

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults." Statutory Framework for the EYFS, P16

Transition with parents/carers

"High quality transitions recognise the importance of feeling "known". Key to a high-quality experience for all children in the early years is ensuring continuity between home, key people and all the settings that make up children's individual learning journeys." Birth to 5 Matters, 2021, p15

At CHBP we:

- Give parents/carers positive strategies to support transition between settings/year groups.
- Are tenacious and determined in our approach to gathering information from prior settings
- Visit children's previous settings, as appropriate, and based on prior information gathering to support transition into our setting.
- Offer pre-starting visits to our Nursery/Reception which helps familiarise children and parents/carers with the environment, staff and routines. E.g. stay and play visits with a familiar adult and in a small group, opportunity to try a school lunch before starting
- Stagger start dates and are flexible in our approach to 'settling in' for each child and family
- Give in depth handover information to the next teacher, including informing Year 1 teachers about individual stages of development and specific needs (including family and pastoral support)

- Planned opportunities for informal meets with other parents and school staff, including leadership staff members
- Value the importance of a smooth transition and gather appropriate information to prevent families from having to repeatedly tell their stories.

Transition with children

At CHBP we:

- Stagger entry into our setting with a familiar adult and in small groups
- Provide starting School booklets
- Have a flexible settling approach that recognises the circumstances and needs of each individual child
- Listen attentively and respectfully and respond appropriately to children within authentic conversations
- Model how to recognise and name emotions and feelings and explicitly teach strategies to help children to manage and regulate behaviour themselves
- Have secure routines so that children feel safe and confident to enable them to form positive relationships with their peers and adults.

Assessment

Evidence is gathered through high-quality interactions between adult and children

- All evidence collected is significant in informing adults of the child's level of development, understanding and next steps, to support progress
- Recognises something new which has been learned/understood
- Focus child approach ensures that every child's next steps are considered. Significant information/evidence re. learning for individuals is gathered during this period. (However, it is not limited to this period of time).

The Reception Baseline Assessment (RBA) 2021, is a statutory requirement that is completed by familiar Reception staff during a child's first six weeks of school. Our Staff assessment of children goes beyond this and looks at the whole child, professional judgement is used to assess all children's current levels of development and understanding. The Early Years Foundation Stage Profile (EYFSP) is completed in the final term of the year in which the child reaches five and provides parents/ and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, as well as their attainment against expected levels, and their readiness for year 1

Tracking

Staff use Development Matters (2021) and Birth to 5 Matters (2021) as well as their knowledge of child development and professional knowledge when making judgments about whether children are 'on track' or 'not on track' to meet the Early Learning Goal (ELG) at the end of the Early Years Foundation Stage (end of the Reception Year).

- The Early Learning Goal's (ELG's) are a marker on each child's learning a journey, rather than the expected end point.

- All children are assessed at regular intervals throughout their time in the early years as to whether or not they are on track/not on track to meet or go beyond the ELG's at the end of the Early Years Foundation Stage (EYFS).
- A baseline assessment is completed within the first 6 weeks of a child starting school and then there are regular, additional data entry points throughout their year.
- Pupil progress during which early years staff and SLT staff discuss the progress of children, taking into account the professional judgment of teachers.
- Staff make use of ongoing, carefully planned interventions, designed to appropriately support and challenge children to allow them to make the best possible progress.

Nursery

Nursery assessment points to be completed		
1	Assessment point 1 - Baseline	During first 6 weeks of starting
2	Assessment point 2	End of first term completed
3	Assessment point 3	End of second term completed
4	Assessment point 4	End of third term completed
<i>Five term pupils only</i>		
5	Assessment point 5	End of fourth term completed (Spring 2)
6	Assessment point 6	End of fifth term completed (Summer 2)

Reception

Reception assessment points to be completed		
1	Assessment point 1 - Baseline	During first 6 weeks of starting
2	Assessment point 2	End of first term completed (Autumn 2)
3	Assessment point 3	End of second term completed (Spring 2)
4	Assessment point 4	End of third term completed (Summer 2)

Areas of Learning and Development	
Prime Areas	Specific Areas

Name	Communication and Language (CL)	Physical Development (PD)	Personal, Social and Emotional Development (PSED)	Literacy (L)	Mathematics (M)	Understanding the World (UW)	Expressive Arts and Design (EAD)
	Nursery – Assessed against Prime Areas of Learning and Development ONLY			Nursery – Assessed against the Prime Areas AND Specific Areas of Learning and Development at Assessment point 4 or 6 only			
	Reception - to assess against ALL Prime and Specific Areas of Learning and Development						

Colour coded key

Currently not on track to meet the ELG	
Currently on track to at least meet the ELG	
Currently on track to go beyond the ELG	

Staff supervision

Effective supervision provides support for practitioners who have contact with children and their families. It provides opportunities for coaching and training and time to confidentially discuss any issues and identify support in identifying possible solutions

Statutory framework for the Early Years Foundation Stage (2021) - P26 – 3.22 states:

“Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.”

This policy should be read in conjunction with all other relevant whole school policies