

Barons Court Primary School and Nursery

EYFS POLICY



Responsible members of Staff

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“Barons Court Primary School and Nursery is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment.”

Introduction

At Barons Court our curriculum, including the Early Years Foundation Stage is designed to fulfil our school vision which is to be **“the core of a collaborative, creative and confident community, making a difference and shaping lives.”**

This document outlines the philosophy, aims and principles of early years teaching and learning in Phase 1 and 2 at Barons Court Primary School and Nursery. The document underpins practice in all areas of provision. This policy aims to take into account diversity and provide equality of opportunity. Please read this policy alongside our school policies on, Special Educational Needs, Safeguarding, Relational, Equality, Outdoor Learning and Curriculum.

Transition into the Early Years

All children attending the Nursery will be entitled to a tailored induction programme to support them in gaining familiarity and confidence and to support their successful transition. This will include opportunities to initially tour the setting and meet the team, ‘stay and play’ for a session, receive a home visit and be introduced to a key person to support transition and an individually tailored induction programme. Parents of our Nursery children are also encouraged to attend our ‘Nurture for Nursery’ sessions which are implemented prior to their child starting within our Nursery and aim to support parents in preparing their children for Nursery.

In accordance with the Local Authority application process, children will join our Reception class in the school year in which they are 5 years old. All children attending Reception are supported in gaining familiarity and confidence in taking part in the life of the school. Opportunities to support their successful transition will include an initial tour of the school to meet the team, a ‘stay and play’ session, a home visit, an allocation of a key person to support transition and an induction period increasing their attendance to full-time. This transition period is monitored for each individual child and is adjusted where needed to meet the needs of individual children. Our staff will also contact the child’s previous Nursery settings (if appropriate) to acquire more knowledge about the child’s development. Parents of our new reception children are also encouraged to attend our ‘Ready for Reception’ sessions which are implemented prior to their child starting within the Phase 2 learning space. In some cases, it may also be appropriate for the Headteacher and the Early Years Team to meet with the child’s parents and carers to arrange personalised provision for children with Special Educational Needs. In such situations a personalised transition package will be put in place and will reflect the requirements of any Education Health Care Plans which are in place. Please see the Inclusion section below and the Special Educational Needs Policy for more information regarding additional support. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, some children join us in our Nursery class in the term following their 3rd birthday. All 3 and 4 year old children are entitled to 30 hours of free child care and at our Nursery can access part time provision for 15 hours of free child care.

Curriculum Intent

At Barons Court our EYFS Curriculum Intent is for **‘All children to enter a safe and inviting space, immersed in language, awe and wonder. Our nature rich curriculum and environment will inspire curiosity about the world around them. Children will go into their homes and community feeling animated about the inspiring and fun memories they have created together.’** Through the ethos and learning experiences within our Phase 1 and 2 learning spaces we ensure we:

- **Promote Togetherness and Relationships** – Relationships are central to developing children’s acceptance, self-esteem and higher functioning thinking skills which contribute to positive learning and life outcomes. Through our learning approaches we embed meaningful interactions, social competence and building quality relationships to help all children feel secure; freeing them to explore, play and learn with others with care, empathy and respect.
- **Promote Curiosity and Independence** – Children are born eager to learn, they are curious by nature. Our learning environment allows children to satisfy their curiosity through safe, self-initiated and playful exploration which allows learning to occur naturally. As children investigate, their experiences enhance their emotional, social, intellectual, physical and ethical development.

- **Create Warmth and Calm** – Happy, calm children learn best. A calm child is able to focus and maintain control – making decisions and choices, responding appropriately to interactions from others and remembering things that have been interesting and exciting. Within our learning spaces we ensure children have the time and space to use their imagination in self chosen activities and in unhurried ways in order to reflect and develop their full potential.

Hygge in the Early Years

We are proud of our curriculum approach where we have implemented and adapted the Hygge approach to Early Years education in our Phase 1 and 2 learning environments. Hygge is a Danish approach and is about embracing the simple moments in life with such joy and appreciation and can be felt. In Denmark and other Scandinavian countries, it is seen as the pathway for happiness and good mental health. The Hygge approach can be summarised as promoting the following principles:

- Atmosphere
- Presence
- Pleasure
- Equality
- Togetherness
- Gratitude
- Harmony
- Truce
- Comfort
- Shelter

At Barons Court we believe there is a direct link between wellbeing and happiness and we strive to ensure all children have high levels of wellbeing and are enjoying their learning through exciting experiences. We use the children's interests to plan fun, enjoyable and engaging learning activities and we dedicate time to listen to the children and give them a voice. Every morning classes begin their day with 'Talk, Toast and Tales'. This is a time of togetherness, allowing children to talk about their feelings and begin our day with an enjoyable family experience.

We teach our children to respect and appreciate the natural world, spending most of our time outdoors, observing and taking care of our environment. The children then explore the environment both inside and outside and take part in some adult-led activities. These often include cooking, nature walks and exploring collections. Essential to our Hygge approach is a focus on appreciating nature and the world around us. We utilise "The Wanderlust Nature Study" to help inform our curriculum. Children are encouraged to be outside in all weathers and explore the world around them fully. Through providing enabling, cosy and calm environments and exciting stimulus for curiosity the children are encouraged to explore, talk about, investigate and admire the world around them. The Wanderlust curriculum offers a stimulus for learning that children may take in different directions. The staff are highly skilled in adapting learning to follow the ideas of the children and recognise the benefits of having a child-led curriculum in ensuring learning is embedded into long-term memory.

A Unique Child

At Barons Court Primary School and Nursery our Early Years practitioners uphold the following commitments to:

- Understand and observe each child's development and learning, assess progress and plan for their next steps.
- Support children to develop a positive sense of their own identity and culture.
- Identify any need for additional support.
- Keep children safe.
- Value and respect all children and families equally.

We recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. We acknowledge that children's attitudes and dispositions to learning are influenced by feedback from others and actively use positive praise and celebration of children's individual achievements to encourage children to develop a positive attitude to learning. Celebration assemblies, school house systems and classroom reward systems and displays within our school environment and on our website, school app and Tapestry provide regular opportunities for children's individual achievements to be celebrated.

Equal Opportunities

At Barons Court Primary School and Nursery we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

Inclusion

Children with special educational needs and disabilities are given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs e.g. allergies, thus increasing the adult/pupil ratio. Individual Support Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. Early Years teachers discuss these targets with the child (if appropriate) and their parents/guardians. Progress is monitored and reviewed every term. The school's Phase 1 and Phase 2 teachers, with the support of the wider pastoral team, are responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

In our school we strongly believe that every child matters and we provide our children with every opportunity to achieve their best. All children begin school with a variety of experiences and learning and it is the privilege of the practitioners working in the Early Years Foundation Stage to take on the task of building upon that prior learning and experience. This is achieved through a holistic approach to learning, ensuring that parents/guardians, all EYFS support staff and the Phase 1 and Phase 2 teachers work effectively together to support children's learning and development through the Hygge approach.

We 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.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a calm, safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for all children, differentiated to meet the needs of their ability and understanding as well as their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.
- Encouraging children to develop into independent learners.

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children will be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children.

Welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. At Barons Court Primary School and Nursery we understand that we are legally required to comply with all welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare of children.
- Be alert to any issues for concern in the child's life at home or elsewhere and ensure the effective implementation of our Safeguarding Policy.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Ensure that at least one person is paediatric first aid trained both onsite and when out on outdoor visits, with the training renewed every three years - all members of our EYFS team are trained in the appropriate first aid.

- Implement our Medical Conditions Policy, and procedures effectively, especially with regard to administering medicines.
- Implement the EYFS requirements (updated 2026) ensuring that our snack environment is safe, nutritious, and hygienic with active supervision by trained staff (including paediatric first aid staff), proper seating and personalised management of allergies and dietary needs.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so through our safer recruitment procedures.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that we take all reasonable steps to ensure our staff and children in our care are not exposed to risks.
- Ensure that we take all steps within our missing child procedures to ensure that our children are safe at all times within the EYFS environment and when on visits.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs both within the learning space and when working outside.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of all of the children.

Daily visual checks are completed by all staff to ensure that appropriate equipment is safely accessible to children and in good condition. Any broken toys or equipment are immediately removed from the learning space and reported to the site manager. Staff ensure that the gates that lead onto the playground and outside of school are shut at all times and that external gates are locked to ensure the children can play in their phase gardens safely. It is vital that parents/carers inform the school if someone else is collecting their child from school or Nursery (if this is not a regular arrangement that the school staff know about). Parents/carers may do this by verbally telling staff when they drop off their children or by telephoning the office during the school day, who will pass on the message. If the staff do not know that someone else is picking up a child, they will keep them in school until a parent can be telephoned and the arrangement confirmed. All unfamiliar adults are required to provide their secure password before children are released at the end of a session.

At Barons Court we have high expectations of attendance for all children and we ask parents of children attending our Nursery to ensure that their child attends every session and on time.

If a child is absent from the EYFS the parent must follow these procedures:

- Contact the school on the first day of absence before 9:00 am, when our register closes.
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before making a decision as to whether the absence is to be recorded as authorised.
- Contact the school on every further day of absence, again before 9:00 am.
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence.

If absences continue we will:

- Write to you if your child's attendance is below 95% and causing concern, and/or where punctuality is a concern. These letters are produced by our Attendance Officer and are directly correlated to the attendance registers held on our Management Information System.
- Arrange a meeting so that you can discuss the situation with an attendance professional if attendance falls below 80%.
- Create a personalised action/support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child.
- Signpost support to other agencies or services, if appropriate and make the necessary referrals.

Positive Relationships

At Barons Court Primary School and Nursery our practitioners uphold the following commitments in recognising the importance of and maintaining positive relationships and strive to be:

- Warm and caring, and foster a sense of belonging.
- Sensitive and responsive to the child's needs, feelings and interests.
- Supportive of the child's own efforts and independence.
- Consistent in setting clear boundaries.
- Stimulating.
- Establishing effective relationships which build on key person relationships.

We recognise that children learn to be strong and independent from a base of loving and secure relationships. We aim to develop caring, respectful, professional relationships with all children and their families. We recognise and value the key role we have in providing children with a secure and caring relationship during their time at school. As part of this aim, we operate a key person system within our EYFS to provide each child with a specific named adult who will take a particular interest in their progress and development and who will work with individuals or groups of children within daily key person sessions. They are also responsible for supporting their named children throughout any transitions and ensuring their well-being through daily interaction.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children. We aim to encourage collaboration through our working relationship with parents and support this by:

- Inviting reception parents to attend a welcome meeting in the Summer Term before their child starts school to meet the teacher and EYFS team, discuss expectations and provide a welcome booklet to further inform parents of the life of the school and to suggest ideas on how to prepare their child for school to ease the transition process.
- Inviting all prospective Nursery children and parents to tour the Nursery and to meet the Nursery team and other children.
- The EYFS home group teachers and a member of our school team implement a visit to all children in their home setting prior to their starting school to provide opportunities for one to one communication and to support the development of a secure and caring relationship with both the child and their parents. All children and parents new to the Nursery also receive a home visit. Additional home visits will be provided in reception for those children who would benefit from this transition support opportunity.
- Providing the opportunity for each child to spend time with their home group teacher before starting school during induction sessions and parent and child stay and play sessions.
- Offering an 'open door' policy where parents can feel confident in approaching EYFS staff to discuss any information or concerns they may have about their child.
- Offering parents regular opportunities to talk about their child's progress and encouraging engagement with parents through our online learning journey, Tapestry, which is a secure programme that parents can access to view their children's learning and contribute any home learning opportunities at any time on their personal smart devices.
- Offering themed days, open afternoons and events which encourage collaboration between their child, school and parents and provide opportunities for parents to work with their child in the learning space.
- Encouraging regular effective communication through face-to face contact, notice boards, letters, the school website and App and the home/school reading log or PACT book in Nursery.
- Providing learning conferences and parent meetings termly to discuss their child's progress and collaboratively develop targets to support their child's progression.
- In reception and Nursery, providing a mid-year report, informing the parent on the child's attainment, achievement and characteristics of effective learning and outlining their next steps in learning.
- Encouraging parents to be involved in their child's learning by providing collaborative homework tasks relevant to the child's current learning in school.
- Providing workshops in our Community Hub to share information on how to support their child's learning at home.
- Providing induction meetings in our Community Hub – 'Nurture for Nursery' and 'Ready for Reception' to support and enhance the induction processes within our school for all families.
- Valuing parent's ideas in improving practice by providing opportunities to feedback through parent questionnaires and by encouraging parents to contribute ideas to school policies which impact on our EYFS provision.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the Phase 1 teacher acts as a 'Key Person' to all children in Nursery, supported by the Nursery staff through Family Group time. Our Phase 2 staff also each have key children for whom they place a special interest. Staff will undertake meetings to discuss the children's needs and interests and plan effectively for their transition. We have good links with all local pre-schools. Within the Summer Term, before children attend, any children attending the reception class who have not attended our Nursery will be visited by the Reception teacher within their pre-school setting who will also meet with staff to discuss the child's needs and interests. Where children continue to attend preschool provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information about the children's achievements.

Enabling Environments

At Barons Court Primary School and Nursery we acknowledge that Enabling Environments should value all people and all learning and our practitioners strive to offer:

- Stimulating resources, relevant to all the children's cultures and communities.
- Rich learning opportunities through play and playful teaching.
- Support for children to take risks and explore.

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging yet achievable activities and experiences to extend the children's learning.

The Learning Environment

The EYFS learning spaces are carefully planned and organised to be neutral and calm to allow children to explore and learn securely and safely through natural and real resources. They are also designed to ignite children's curiosity and wonder about the natural world around them. There are areas where the children can be active, be quiet and rest, and areas where the children can express themselves and explore the world around them with their peers. The learning space is set up in learning areas, where children are able to find and locate equipment and resources independently.

The key principles embedded within our careful planning of our learning environments are:

- To ensure we build on the Hygge approach by creating a sense of family and home from home within Phase 1 and 2.
- Modelling and promoting work/life balance for staff and ensuring that mental health and wellbeing are a priority for all of the Barons Court community.
- Ensuring that the school community enjoys the simple things every day.
- Daily Talk, Toast and Tales promotes a 'family' approach to learning at the start of each day.
- Ensuring the environment is calm, natural and cosy, enabling strong learning behaviours, a feeling of safety, security, belonging and consistency.
- Ensuring we grow our own produce to make creations with and share with the local community.
- Forest School provision based on the Wanderlust child's nature study is strongly embedded within all of our learning spaces.
- Ensuring we use natural and simple resources, protecting the environment and removing plastic!

The Phase 1 and Phase 2 learning spaces also have their own enclosed outdoor areas. This has a positive effect on the children's development and provides opportunities for children to explore the natural outdoor environment and complete tasks in different ways and on different scales than when indoors. They also have supervised access to the Crescent Corner (the school's Outdoor Learning environment). We strongly believe that being outside offers the children opportunities to explore, use their senses and be physically active and exuberant. The children are encouraged to have free access to all areas of the EYFS and to make their own decisions on where their learning takes place. Each learning space team consists of at least three members of staff present at all times to allow continual access to all learning areas throughout the day. Staff monitor the ratio of children within each area and adjust levels of adult supervision appropriately. Activities are planned to make use of all learning areas and are provided to meet all seven areas of learning and development, alongside continuous provision resources.

Staffing and Organisation

We work within a Phase 1 and Phase 2 Early Years learning space consisting of Nursery, Reception and Year 1 classes. There is one Nursery class with a maximum intake of 30 children per AM or PM session. We maintain an adult/pupil ratio of 1:9 including 1 qualified teacher and three nursery support

staff. There is one reception intake with a maximum of 35 children in the year group. We maintain an adult/pupil ratio of 1:14 within Phase 2 including 3 qualified teachers and 1 learning support staff. All staffing ratios are maintained to allow continual free-flow access to learning areas. We hold regular phase team meetings to which all staff are invited to attend to provide opportunities to conduct in-house training and to discuss key issues. For those who are unable to attend, the homegroup teachers liaise with their team. All staff are consistently involved in planning, preparation and assessment. We are always aiming to enhance our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local and national professional development opportunities. Staff within the team also conduct and attend additional school training and disseminate new initiatives, ideas and teaching methods to colleagues.

Observation, Assessment and Planning

There are three stages of planning the curriculum:

Long Term Planning - The planning within the EYFS follows the schools' commitment to the Wanderlust curriculum developing a progressive skills-based approach to learning which gives structure and coherence to the nature focused curriculum. Our curriculum planning ensures a broad, balanced and rich coverage alongside experience and learning guarantees to which our school is committed.

Medium Term Planning - We address particular aspects of the curriculum in more detail for each term. We include links between areas of learning and development and provide opportunities for computing. Key Learning Indicators, assessment opportunities and activities and experiences for each area of learning and development are identified.

Short Term Planning - We identify specific learning outcomes, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment. Within the EYFS we plan to respond to children's individual and collective interests and encourage the children to take responsibility for their learning by developing planning from the children's ideas. Creative strategies such as nature walks are regularly used to encourage the children's autonomy of their learning and are frequently seen to have a positive effect on learning outcomes. We follow the statutory guidance of the Early Years Foundation Curriculum September 2026.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and Key Stage 2.

Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching.
- The range of approaches used which provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum which helps children work towards the Early Learning Goals throughout the EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with parents.
- The good relationships between our school and the settings that our children experience prior to joining our school.

Learning and Development

At Barons Court we acknowledge that children learn and develop in different ways. Our Early Years practitioners aim to meet individual children's needs by:

- Ensuring challenging, playful opportunities across the prime and specific areas of learning and development.
- Fostering the Characteristics of Effective Learning; Playing and Exploring, Active Learning and Creating and Thinking critically.

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected. However, in line with the guidance from The Early Years Foundation Stage 2026, we have a strong commitment to supporting the three prime areas of learning, Personal Social and Emotional Development is fundamental to the Early Years Foundation Stage. Within the Early Years Foundation Stage the **Unique Child** reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Characteristics of Effective Learning are:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to ‘have a go’

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Working with ideas

Play

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.” At Barons Court we recognise play as the most effective way for our children within the EYFS to learn. Fun, exciting and challenging activities are carefully planned to engage children in learning through play using topics, themes and ideas that are of interest to the children within our Wanderlust curriculum. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.” At Barons Court we value the need for children to be actively involved in their learning and provide a variety of creative teaching methods to encourage opportunities for active learning to take place. Active learning occurs when children are motivated and interested and have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning and helps them to develop critical thinking and problem solving skills.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.” At Barons Court we value our role as a facilitator in children’s learning and provide opportunities for children to be creative through all areas of learning to enhance their critical and innovative thinking.

Within the EYFS we support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. We provide continual opportunities and encourage children to access resources freely and move them around the learning space to extend their learning as needed.

The Early Years Foundation Stage Areas of Learning

The Prime Areas

The Prime Areas are fundamental, work together, and move through to support development in all other areas. The Prime Areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The Specific Areas

The Specific Areas include essential skills and knowledge for children to participate successfully in society. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. Children develop in the context of relationships and the environment around them. This is unique to each family, and reflects individual communities and cultures.

Early Learning Goals and the EYFSP judgement criteria

Following the 'Statutory Framework for EYFS – September' children will be assessed in the following areas of development in relation to the prime and specific areas of learning:

- Listening, Attention and Understanding.
- Speaking.
- Self-Regulation.
- Managing Self.
- Building Relationships.
- Gross Motor Skills.
- Fine Motor Skills.
- Comprehension.
- Word Reading.
- Writing.
- Number.
- Numerical Patterns.
- Past and Present.
- People, Culture and Communities.
- The Natural World.
- Creating with Materials.
- Being Imaginative and Expressive.

More information on the skills involved in achieving each of these standards can be found in the Appendix. Skills for each area of learning are taught through play or playful teaching and are delivered through a balance of adult led and child initiated activities across our Hygge approach and Wanderlust curriculum. In each area there are Early Learning Goals (ELG's) which define the expectations for most children to reach by the end of the EYFS.

Assessment in the EYFS

Assessment in the EYFS takes the form of observation, and this involves the teacher, other adults, parents and the children themselves as appropriate. These observations are uploaded onto online learning journeys through the programme 'Tapestry'. Observations also record judgements of the children's characteristics of effective learning to inform planning and next steps in each child's learning. At the end of the EYFS each child's level of development is recorded against the assessment scales derived from the Early Learning Goals (ELGs) and a judgement is made on whether the child is making emerging or expected attainment in relation to each ELG. A report is

written to inform parents and the Year 1 teachers of this progress and how they are developing as a learner. Parents are also able to look at their child's learning journey at any time using a smart device and their personal secure login to see evidence of their child's progress and they can also use their smart device to contribute to their child's learning experience at home by uploading pictures, videos and voice clips for adults at school to see and share with the class. If a child is felt to be emerging towards the ELGs planned next steps are evaluated to ensure personalised provision, as appropriate. A child is said to have made a good level of progress if they have made expected progress against the ELGs within the three prime areas of Personal, Social and Emotional Development, Communication and Language and Physical Development as well as expected progress against the ELG's in Literacy and Mathematics. Pupil progress is regularly monitored through the use of the child's pupil tracker and online learning journey and through practitioner discussion to identify areas of strength and areas for development both within individual children and in collective groups. Additional challenge or support is then put in place to meet the inclusive needs of such children. In line with the statutory framework we assess whether a child has broadly met the expected level of attainment for the ELG. This does not mean that the child has equal mastery of all aspects of the ELG and teachers will look at the whole of the ELG description when making a summative judgement.

Moderation

The process of moderation allows practitioners to benchmark their judgements and ensure consistency in standards and reliable outcomes. At Barons Court, it is a collaborative process with colleagues, based on professional dialogue. Every year we take part in internal and external moderation where we discuss the outcomes of each child within our staffing team, alongside our senior leaders and colleagues from our collaboration of schools across our Trust.

Transition into Key Stage 1

At Barons Court we recognise the importance of continuity of provision and the need for children to progress to Year 1 with confidence. To support the children's transition as they move throughout our school, regular opportunities are created for teachers to communicate information and for teachers to work with the children who will be joining their new home group. To support the children's familiarity within other areas of the school and with adults outside of the EYFS team, regular opportunities are planned for the children within EYFS and Key Stage 1 to unite through the school buddy system and during topic themed activities and whole school events. Year 1 children also have the advantage of remaining in the same learning space, therefore this helps in the smooth transition into Year 1.

Monitoring and Review

It is the responsibility of the EYFS teachers and the EYFS team to follow the principles stated in this policy. The Head of School and Senior Leadership Team will carry out monitoring of the EYFS as part of the whole school monitoring schedule. It is the responsibility of the Phase 1 and 2 team to ensure that this policy remains up to date with the most recent legislation and advice from the DfE.

Appendix 1

Early Learning Goals

Area of Development	ELG	Children at an expected level of development will:
Communication and Language (Prime)	Listening, Attention and Understanding	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development (Prime)	Self-regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses, when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building relationships	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Physical Development (Prime)	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and for others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.
Literacy (Specific)	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate, where appropriate, key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.
	Word Reading	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound blending. • Read aloud simple sentences and books which are consistent with their phonic knowledge, including some common exception words.
	Writing	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
Mathematics (Specific)	Number	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	• Count confidently beyond 20, recognising the pattern of the counting system. • Compare sets of objects up to 10 in different contexts, considering size and difference. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World (Specific)	Past and Present	• Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Recall some important narratives, characters and figures from the past encountered in books and read in class.

	People, Culture and Communities	- Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in their country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate- maps.
	The Natural World	- Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design (Specific)	Creating with Materials	- Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and material when role playing characters in narratives and stories.
	Being Imaginative and Expressive	- Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.