



Early Years Foundation Stage policy

Document management

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For clarity throughout this policy the words school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, Tots@Franche, Holiday Club and Breakfast/After School Club.

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1. Aims

This policy aims to ensure:

- That children access an ambitious, progressive, broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- 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 statutory framework for the Early Years Foundation Stage (EYFS) that applies from January 2024.

3. Structure of the EYFS

Franché Community Primary School is considered a large Early Years setting with 6 separate departments catering for children across the Early Years Foundation Stage. Although the rooms have approximate age bands (stated below), we appreciate that every child is unique therefore, children will move rooms when they are ready and when parents and staff agree that it is the best time for them.

The youngest children attending Franché start within our Tots department which is a Governor-led, non-maintained setting. Children from 3 months to 3 years old can access this department through the Tiny Tots, Little Tots and Big Tots rooms which are open Monday- Friday, from 7:30am- 5:30pm, 51 weeks a year.

EYFS at Franché begins in Tiny Tots with children aged from 3 months to approximately 16/18 months. Our Tiny Tots room offers a calm, comfortable and safe environment, where our youngest children can learn and grow holistically, alongside caring and supporting staff who provide challenge as they develop. The room consists of a large carpeted area and a designated sleep area, as well as a hard flooring section where children are able to enjoy messy play opportunities. Tiny Tots also has its own garden area which can be accessed by crawling to encourage early independent choice making.

Little Tots is aimed predominantly at children aged approximately 16/18 months to 2 and a half years. It is a well-designed space that encourages exploration, independence and a complimentary balance of outdoor and indoor play. The children have access to a wide range of activities and age-appropriate stimulus that are well laid out in order to best enable children to access the environment independently or with the support of caring staff, building on children's interests, knowledge and experiences. The children also have free-flow access to a secure, purpose-built garden with space for bikes and a

ramp/staircase enabling them to develop important gross motor skills. This room has a dedicated sleep area and 2 large hard floor areas which are used for lots of messy play opportunities as well as for snack and dinner time.

Big Tots consists of one large learning environment, which can be divided into two rooms providing opportunities for smaller group activities to support PSED alongside children's communication and language development. The rooms have their own kitchenette for snack preparation and are well laid out with ample hard flooring for creative activities and carpeted areas for more floor-based play. The room has its own outdoor learning environment with covered area which is accessed in a free-flow manner. Big Tots children are challenged during everyday routine to encourage independence and self-help skills. We encourage children to develop personal hygiene skills such as toilet training, washing hands and dressing themselves, giving praise for effort and achievements. We start to prepare children for the school environment by offering a balance of adult-led and child-initiated activities and promote British Values at an age appropriate level- including team work, respecting others and making choices. Children are encouraged to take risks and think critically while exploring their environment.

Pre-School is the largest of our Early Years departments and accepts children from the term after their third birthday until they move into Reception. Pre-School at Franche consists of two engaging and well-resourced departments. The main nursery consists of three rooms, two of which are used in a free flow environment to create one larger room and one that provides a quiet space for focused adult-led activities, planned key worker activities and speech and language interventions. These areas are accessed by children in the year before they will be going to Reception. Most children access this room for 12 months. The children in this room are split into two family groups (red and blue) which are made up of around 3 key worker groups. Children are taught through planned family times, key worker sessions and adult led activities alongside planned out enhancements and child initiated activities during continuous provision.

The Pre-School also has a secondary base which is for our younger pre-school children who may be attending for additional terms (Spring and Summer) due to their age. This secondary base is a smaller version of the main setting and is in the school's modular building on the opposite side of the specifically-designed and purpose-built Pre-school garden. This smaller setting is the perfect way for children to be introduced into the main nursery. The shared garden allows children across our preschool to interact during free-flow. The purpose built outdoor environment is enhanced through links to the topics as well as responding to children's interests to provide a stimulating environment for all children.

Pre-School is the first year-band where school uniform is worn and the children have a more structured start and end time to their sessions. Pre-School is open from 8:25- 3:10, term-time only, but parents can access the school's wraparound care before and after these times should a longer day be required. Children in Pre-School access 15 or 30 hours NEF funding and can also pay to extend their day or week. Funding can be taken during term-time only or stretched across the full year.

The Early Years children at Franche Community Primary School finish their EYFS journey within our Reception year-band. Reception hours are in line with the rest of the school (Rec-Year 6); opening at 8.30-3.00pm. Children are taught through whole class lessons, intervention groups, small class groups, and adult led activities alongside planned out enhancements and child initiated activities during continuous provision.

Our Reception consists of four attractive and engaging classrooms with a large communal central area, which provides a year group library, intervention space and a focused speech and language area. Throughout different times of the day, the children are able to free-flow between the indoor and outdoor areas to access a wide variety of both child-initiated and adult-led activities. The Reception outdoor learning environment is large and purposeful for the children. It provides opportunities to extend the children's learning through planned enhancements, as well as developing provision alongside the children's interests. It encourages the development of the prime areas; PSED, CL and both gross and fine motor skills along with the specific areas of learning.

In addition to learning within the indoor and outdoor classroom environment, all children within our Reception unit receive swimming lessons in the school's swimming pool, starting in the Autumn Term. This is a unique feature of Franche Early Years and the progress of pupils in this area is something we are extremely proud of. During the Reception year, children are also offered the opportunity to attend a variety of different clubs for a minimal charge. Pupil Premium children are able to access clubs at a discounted cost of 50% of the full price, in order to support their wider life experiences. Children are encouraged to take risks and explore during their time in Reception and therefore truly embed the Characteristics of Effective Teaching and Learning.

All Early Years children at Franche Community Primary School, from Tots to Reception, have access to Forest School sessions with trained Forest School experts in our own Forest School areas, complete with an exciting and functional tree house.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from January 2024.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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 four Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Our EYFS pedagogy and curriculum encompasses our ambitious, progressive long-term overview alongside the children's interests. Our long-term overview provides key themes and texts which will help expand the children's knowledge and understanding of different topics. We use the 'Franchise Framework' to underpin our curriculum, alongside Birth to five matters to consider the small, individual, incremental steps needed for children to make progress in the 7 curriculum areas. Just as the role of the EYFS practitioner is pivotal in young children's development, so too is the role of an enabling environment. Children across our EYFS will have access to a well-resourced, stimulating indoor and outdoor environment, which is organised to develop language and allow maximum independence but also to foster the characteristics of effective learning.

We recognise that language is central to all development, which is why this is at the forefront of all our provision across the EYFS. This priority underpins our planning, teaching and interactions. Our progressive planning includes a well thought out variety of age appropriate texts, poetry, rhymes and topic based vocabulary. We include opportunities for stories, rhymes, foundation for phonics, listening games, discussions and questioning throughout the day along with continuous high-quality interactions between staff and children. We also focus on developing stakeholders through staff CPD and opportunities provided to support parents and children's language development at home. We have Early Years speech and language therapists on site who work closely with our staff to audit and develop our environments, train staff on high quality interactions, embed universal approaches and train communication and language TA's to undertake interventions using Speech and language programmes. As a result, we are able to rapidly identify any children who are finding it difficult to access the curriculum, and provide necessary support alongside outside agencies if appropriate (see Appendix for SEND policy).

4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. This naturally includes developing and building upon a thorough foundation of foundational skills and knowledge, something which we know our cohorts of children need.

Throughout Early Years all planned activities are purposeful and contextualised. Staff also consider the individual needs, interests and stage of development of each child in their care, and use this information to plan a purposeful, challenging and enjoyable experience. Where a child may have a special educational need or disability the curriculum is adapted, designed or developed to be ambitious and meet the needs of the pupil, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Staff work with our school SENDCO and relevant services from other agencies, where appropriate, to ensure the best outcomes for all pupils (see SEND policy).

When planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Characteristics of Effective Teaching and Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Non-negotiable elements for learning environments are used to ensure there is consistency within year-bands such as permanent continuous provision elements (see appendix). All departments have consistent expectations that ensure children are able to develop and explore through a wide range of opportunities and experiences.

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. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive, high-quality interactions. Due to our school context, we have a language rich curriculum supported by visual resources and strategies for learning, and using, new vocabulary and concepts. Throughout all our EYFS departments, adults model good speech and language skills and create language rich environments.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities in order to help children prepare for more formal learning, ready for Year 1. Partner work, independence and collaboration are all promoted through the teaching at Franche and children's abilities to demonstrate these successfully becomes more evident as they move through the Early Years departments.

Foundational skills such as early mark-making, phonics and understanding number are intrinsically taught and embedded through a wide range of activities and pedagogical approaches. These become more adult-led and structured as children move towards the end of their EYFS journey. All subjects are taught through a creative curriculum and using practical approaches in order for children to develop a concrete understanding of the subjects being taught. Practical activities are recorded through a range of methods including photographs, observations, written comments and are embedded through child-initiated activities.

Within our EYFS departments 'teaching' is in every activity provided, there are no activities that occur in the settings that are not considered opportunities for teaching and learning. At Franche Community Primary School 'adult-led' and 'child initiated' are the preferred terms for 'teaching' and 'play'. These can take many forms and include non-academic skills and knowledge. The adults within the settings are skilled at recognising when teachable moments arise and how to respond to them appropriately. Staff know and respect that there are times when adult intervention might stifle or hinder a child's learning.

All departments embrace the outdoors and free-flow is used in all year bands across the EYFS. Adults plan activities for the outdoors that enable indoor or focused learning to be embedded and accessed through a range of different media. This means that staff think holistically about children and how to best support them in demonstrating their potential.

To ensure progression of skills and knowledge between the EYFS and National curriculum the EYFS department works closely with the whole school faculties to ensure the 7 areas of learning, within the EYFS framework, seamlessly progress into the National Curriculum subjects. Our aim is that children are taught the necessary foundational knowledge and skills to build upon their next steps for the rest of their schooling. (Please see the faculty documents).

Also see the school's Teaching and Learning policy.

5. Assessment

At Franche Community Primary School, ongoing assessment is an integral part of the learning and development processes. Staff in Pre-school and Reception use our Franche framework (which incorporates birth to five and development matters) to support planning and assessment. Tots use the 'Birth to 5 Matters' guidance to support their planning and assessment.

We recognise that the most powerful form of assessment in the EYFS, is the practitioner's knowledge of the child. With this in mind, we believe in providing extended periods of time where staff can interact with the children in a purposeful way. Staff observe pupils to identify their achievements, interests and learning styles. These observations are shared in weekly planning meetings and then used to shape future planning to build on prior learning and provide opportunities for children's next steps to be met through adult led sessions and the enhancements within the environment. Staff also take into account observations and discussions shared by parents and/or carers.

All departments have Learning Journey records for each pupil; however, these can vary in format depending on the age of the child and department. The assessment systems in place are to mark significant moments in a child's development and should not involve unnecessary evidence.

- TOTS – Use online Learning Journeys where all assessments and observations/achievements of pupils are shared with parents. Information from home is also shared via the app to provide an all-round view of the child.
- Pre-School- Keep a class floor book which shows the parents what the children have been learning during each topic. This is kept in the classroom for the children to access during the day. Each child also has a learning journey folder- these contain 'jotting boards' observations, adult led and key worker observations and pieces of work alongside any pieces of work the children are proud of. Children can also add to these if they wish and any home learning or feedback from home, including proud clouds, is also included to show the full picture of each child. Data and assessments are recorded and stored on Educater (the school's Online Assessment Tool).
- Reception- Keep a class floor book which shows the parents what the children have been learning during each topic. This is kept in the classroom for the children to access during the day. Learning Journey books containing adult-led/focused work, pupil achievements and child-initiated work. Data is recorded and stored on Educater. Home Learning Journeys are also introduced within Reception. These provide children with somewhere to complete home learning challenges and activities set by the teachers but also to carry out independent learning should they wish.
- Proud clouds (parent contributions) are used across all departments to celebrate children's achievements.

5.1 Assessment of Learning

The Two Year progress check: When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 Prime Areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

On entry to Pre-school staff will undertake a speech and language baseline (Wellcomm) as well as a broader baseline assessment. This is generated using a variety of different sources, including observations of the child, professional judgement, and reference to Birth to Five Matters. This baseline is then used to help shape the provision on offer for that child.

Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA). The RBA is a statutory activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

This baseline alongside Wellcomm is then used to help shape the provision on offer for that child.

At the end of the EYFS, staff 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 and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the statutory Early Learning Goals) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents/carers

We recognise that children settle, learn and develop best when there is a strong partnership and effective communication between practitioners and parents and/or carers. Within Early Years at Franche Community Primary School, this is a key priority and area of strength. Parents are considered a valuable stake holder in their child's education.

Each child in EYFS has a Key Person who helps to ensure that every child is happy and that their learning and care is tailored to meet their needs. In Reception, the Key Person is the child's class teacher. In Tot's and Pre-school the Key Person will be a member of staff from the child's room or family group. The Key Person plays an active role in the child's care and development should have a positive relationship with the child and their parents/carers. They will be the first port of call for any questions, queries involving the child's learning. They will also support parents and/or carers, if needed, in guiding their child's development at home and to engage with more specialist support, if appropriate. Key workers will regular share updates, queries, concerns and achievements; celebrating the child's successes within the setting.

Parents and/or carers are kept up to date throughout the year with their child's progress and development (see below). Parents' evenings in all departments enable parents to spend time with their child's Key Person/class teacher and discuss their personal, social and academic progress in the 7 areas of learning within the EYFS Framework. The statutory 2-year progress check and EYFS profile also helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities

Staff within our Early Years departments pride themselves in being approachable, accessible and knowledgeable about the children in their care. For this reason, the staff actively seek ways to engage parents and/or carers throughout the year and the school operates an open-door policy. This can take many forms such as:

Before your child joins us:

- Show arounds/open mornings
- Home Visits (Pre-School and Reception)
- Pre- school visits for children entering Reception from other settings
- Settle sessions
- Meet the Teacher meeting
- Stay and play sessions

When your child is part of the Franche family this will be provided through:

- A well-known member of staff will be on the door to meet and greet and handover your child on a daily basis
- A named key worker
- Parent Handouts/curriculum notice boards
- Weekly newsletters (Pre-school/Reception)
- Half termly curriculum topic overviews (website)
- Online Learning journeys (in Tots)
- Floor books (Pre-school and Reception)
- Family Learning opportunities
- Parent workshops
- Parents fun sessions/breakfasts etc e.g Mother's day
- Reading mornings
- Home school libraries (borrow boxes)
- Shared learning mornings (phonics and maths)
- Home learning opportunities
- Proud clouds
- Parents Evenings
- SEND meetings
- SALT support meetings and handouts
- Phone calls and updates (where this is a required format for communication)
- Home Nursery/School diaries if required
- 2-Year-old progress check meetings
- Transition meetings
- General communications via ParentMail
- Facebook updates
- Parent questionnaires

7. Transition

At Franche we pride ourselves in implementing a carefully planned, transition programme to support all children to settle within the Early Years. However, we recognise every child as being a unique child and we will tailor our approach, when agreed through discussions with staff and parents, to meet the needs of individual children. Throughout each stage of the transition process, within EYFS and when moving into Year 1, staff will meet to discuss the incoming cohort, their achievements, starting points, friendships, additional needs and support etc. Alongside these important discussions staff will also visit children in their current internal class or external setting. Not only does this enable the teacher to start to build a relationship with the child, but they can also complete a handover of information with the child's current key worker.

In addition to this we invite parents to an induction presentation, meet the teacher meeting, with the class teachers, EYFS staff who will work with their children, SENCO, EYFS lead and the Headteacher. The staff will share key information about the school and year group with the new parents/carers. This meeting and classroom show around also provides parents the opportunity to talk to the class teacher and key Early Years staff as well as ask any questions they may have. At this meeting we hand out information packs and encourage parents to sign up for a home visit; where staff working with your children will visit them at home, in an environment where they feel comfortable.

Alongside this, a set of stay and play visits are planned to allow the child to familiarise themselves with their new classroom, classmates and teachers, both with their parents and/or carers and independently. An additional stay and play session is provided for our new external Nursery starters and new Reception children. For our new Reception cohort this takes place on the September TED day before they start full time on their first official day back.

Throughout this period parents are sent information relating to school communication platforms, funding, school dinners, year group specific information, meet the teacher information, , year group brochures, family group information (Pre-school) which all help to keep parents up to date and help them to support their child's transition through discussions at home.

At Franche we highly value the importance of a seamless transition from Reception to Year 1. Our Lower school houses all of our EYFS children along with Year 1. This ensures that Reception are already used to the classrooms, shared space and staff in Year 1 before September. Reception and Year 1 staff work closely together throughout the year in Year band meetings, training and moderation. The Year 1 Year Band Leader works alongside the Reception Year Band Leader and EYFS Lead to support in moderation. Before the end of the year, Reception staff meet with the Year 1 staff to discuss children's outcomes in relation to the Early Learning Goals. This provides them with an indication of each child's stage of development and learning needs and helps them plan the Year 1 curriculum to meet these needs. Alongside this, staff also discuss the individual needs of each child, how they learn and their achievements whilst in Reception. During the summer term, Reception children will meet their new teacher and spend some time in their new classrooms. Staff also use the children's learning journeys as a vehicle to discuss their achievements in Reception and build a relationship with them before they join Year 1. Parents are invited to a meet the teacher evening, where they can look around their child's new classroom and meet their new teacher. This provides parents the opportunity to share any information about their child and ask any questions they may have.

8. Safeguarding and welfare procedures

Safeguarding forms the foundation of all routines and processes within the school safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection Policy. Following the EYFS statutory framework there are a number of additional measures taken within Early Years to ensure the safety and well-being of all pupils. This includes staff: child ratios, pediatric first aid requirements, a robust password system, the signing in and out of children, parental responsibility identification, named contacts and first-day phone calls for absent children. In addition, all gates and doors are locked or use a fob system to prevent unauthorised entry or exit.

All staff recruited to the school have to have an enhanced DBS check and 2 satisfactory references before working with the children and are expected to wear a school lanyard on a daily basis. New staff attend an extensive induction meeting with our safeguarding lead. Regular safeguarding updates are then shared with staff via email, newsletters and meetings and relevant, up to date training provided. Safeguarding also forms part of EYFS Leadership meetings and staff meetings. In addition to this, staff within the EYFS have regular supervision meetings with their Leadership team. This provides staff with an opportunity to discuss any issues, identify solutions to address issues that arise and receive coaching to improve their personal effectiveness. In addition, staff are given the opportunity to talk about their personal career interests which are then matched to training opportunities. If staff have any concerns about a child or member of staff they are all aware of who our DSLs are and the school procedures for safeguarding (CPOMs).

At Franche Primary School it is important to us that all children in the school are 'safe'. Due to the nature of the curriculum in Early Years, risk assessments are an integral part of the everyday practice. Whilst a yearly risk assessment is completed for the large outdoor equipment and any electrical equipment, daily risk assessments also take place. The intention of these is to identify any immediate risks both indoors and outdoors which could cause harm to the children and take appropriate action to minimise or eliminate these risks. If a significant risk is found, staff inform the phase leader and site manager.

Our aim is 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. We believe that children should 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 and know that children learn best when they are healthy and safe. This is done by ensuring that their individual needs are met and that they have the chance to build positive relationships with familiar adults and peers. All children within the EYFS are assigned a key worker and parents/carers are notified of this as part of the induction process. Their role is to build a strong relationship with the child and ensure the child's individual needs are being met. This key worker will also develop a strong relationship with the child's parents/carers (see section 7).

We promote good oral health in the early years, as well as good health in general, by talking to children about the importance of brushing their teeth and modelling the correct technique. As part of the curriculum, all departments promote healthy eating and this ethos is fully incorporated into the weekly snack and hot dinner menus as part of our Food for Life approach. All families are asked to provide their child with water to drink throughout the day and parents are asked not to send squash or juice in their child's bottles. The school provides parents with healthy lunch box guidelines for those pupils who choose not to have a hot dinner and also request that sweets and nut products are not sent into school.

Each Early Years department has an allocated hall slot where regular PE or physical development lessons take place. In addition to this when children begin in Reception they start weekly swimming lessons in the school's onsite pool. Outdoor learning and opportunities for physical development are encouraged on a daily basis with each department having its own outdoor learning environment. Equipment within these areas has been specifically designed to suit the age and development of pupils in the department. In line with the EYFS expectations children are taught to understand the impact of exercise and healthy choices on their bodies.

As part of Franche Community Primary School all Early Years departments feature on the long-term plan for PSHE (see schools PSHE policy and overview). This, alongside the Early Years Framework, ensures that there is a progressive approach to the development of children's personal, social and emotional skills.

8. Monitoring arrangements

This policy will be reviewed by the school's Early Years team and SLT every 2 years.

At every review, the policy will be shared with agreed by the Governing Body.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness/administering medication	See storage and administration of medication policy See infection control guidelines
Emergency procedures	See Health and Safety Policy See Critical Incident policy/plan See Lockdown policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy



Early Years non- negotiables 2024 – 2026

At Franche Community Primary School we expect a level of consistency from all departments within Early Years. This ensures that pupils have equal opportunity to access all 7 areas of the EYFS regardless of their age or stage of development. As children progress through the different EYFS departments of Franche Community Primary School there will be clear progression of skills within all 7 areas of learning and the children will be offered developmentally appropriate, stimulating and challenging experiences. This document has been created by leaders from all EYFS departments at Franche and will ensure all staff and leaders know the minimum level of expectations for environments within EYFS at Franche Primary School. The following will be accessible for children within the cohort, they may be indoors or outdoors:

Environments

Should:

- Be calm and inviting
- Ignite children's curiosity
- Encourage children to be independent learners
- Give children the opportunity to embed and extend their knowledge
- Include comfy, calm spaces
- Have some small quieter areas for pairs or individuals
- Include designated areas eg. Funky Fingers, Creative table etc
- Be a language rich environment through enhancements, displays, books, labels and high quality interactions
- Ensure all drawers are clearly labelled and accessible for children – real life images where possible.
- Include examples of mark making and handwriting- labels, displays etc
- Ensure prompts are at appropriate child height (eye-level)
- Celebrate children's work and achievements
- Be engaging and facilitate purposeful play
- Be well organised and not overcrowded with resources
- Be well equipped
- Have varied and supportive continuous provision
- Be age appropriate
- Be well staffed with positive role models that scaffold learning
- Have a varied range of age appropriate texts
- Display appropriate books/texts in all classroom areas e.g materials, building and vehicles in construction area.
- Include topic/book focused small world
- Include speech and language widgets where appropriate

Pre-School/Reception

- Have a focused writing/mark making area
- Have a focused Maths area

For Pre-School and Reception, leaders should also take into consideration non-negotiable classroom expectations that are outlined by specific faculties.

Continuous provision to include:

- Sand and/or water tray (Tots and pre-school)
- Reading area
- Funky Fingers/ fine motor area
- Malleable/messy/sensory play
- Small World
- Construction
- Writing/mark making area (pre-school/Reception)

- Creative area
- Understanding of the World area (Use of curiosity cube in Reception)
- Phonics/music/listening area

Role-play areas to include:

- Dressing up
- Topic related resources where possible
- Appropriate texts e.g home corner would include cookery books, books about different homes, books about families
- Writing/mark making opportunities
- Relevant math's resources
- Visual prompts
- Modelled examples
- Relevant vocabulary
- Real life photographs- including non-gender specific options where possible

Classroom Displays

Should support/celebrate children's learning. They should not become wall paper within the classroom.

Displays should include:

- Pale backing paper to ensure children's work and prompts stand out
- Title, photographs, text where appropriate, prompts to support learning, examples of children's work (Limited Twinkl/pre-made resources)
- Children's work backed, photographs backed (this does not have to be applied in the case of working walls.)
- Relevant and up to date information, photos or work to ensure it is purposeful
- Characteristics of Effective Teaching and Learning

Pre-school and Reception:

- Relevant working-walls to include Phonics display, Learning Journey display, math's display, reading display, mark-making/writing display, topic display.

Other

- Visual timetable
- Good listening rules; 4 rules of good listening (Pre-school and Reception)
- Number line (correct formation) (Pre-school & Reception)
- Little Wandle graphemes displayed (Pre-school & Reception)
- Key Persons displayed (Tots & Pre-School)
- Staff board (Tots & Pre-School)
- SALT spotlight prompt sheets for parents (Tots and Pre-school)
- Planning board
- Inhalers are kept here sign
- Privacy notice
- Parent Notice Board
- Safeguarding policy, Health and Safety policy, Complaints procedure- all should be displayed on parent notice boards (Tots).
- OFSTED certificate of registration, OFSTED contact details (Tots) – displayed on parent noticeboards.

Outdoor provision to include:

- Mud kitchen with appropriate enhancements
- Role-play/ drama area
- Construction area
- Mark Making/Writing area and additional opportunities
- Maths opportunities
- Physical play- gross motor activities
- Small world

- Sand area
- Water tray/guttering systems/pouring/brushes & water
- Age-appropriate texts
- Understanding of the world e.g. Plants – gardening opportunities, binoculars, Technology, leaf rubbings, natural collections
- Music opportunities

Date of last review: September 2024

Date of next review: September 2026