



Fleet Primary School

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Early Years Foundation Stage Policy

Introduction

The Early Years Foundation stage (EYFS) applies to children from birth to the end of the Reception year. Our EYFS consists of a full time Nursery class for up to 26 places and a Reception class of 30. The Early Years has its own curriculum and assessment procedures as outlined in the '*Statutory Framework for the Early Years Foundation Stage*', meaning that processes and procedures may be unique to us from the rest of the school.

Our Aims

We strive to achieve the following:

- Create a safe, secure and stimulating learning environment that meets the individual needs and interests of all our children.
- Provide opportunities through play, which encourage children to develop emotionally, socially, intellectually and physically.
- Promote high standards of behaviour and interactions with peers and adults working in the settings, knowing that positive relationships are a key part in developing self-esteem and confidence.
- Develop and maintain good partnerships with parents and carers.
- Continue to build upon what has been learnt at home, broadening their range of learning experiences and stimulating their curiosity and imagination.
- Enable each child to develop as a happy, confident and independent learner.

The Early Years Vision

We will support and encourage our children to be...

- **Experience Creators**
Our children will feel confident to follow their interests and ideas. They will feel inspired by experiences both at home and school and use these to initiate ideas for themselves and others.
- **Engaged**
We will support our children to feel settled, maintain focus and make worthwhile use of their learning time.
- **Good Communicators**
Children are able to share their ideas clearly and confidently to both their peers and familiar adults.
- **Mindful**
Our children will be supported to have a positive sense of self and be equipped with strategies to self-regulate and understand their emotions.
- **Inclusive**
There will be a feeling of warmth and love in our classes with a sense of everyone being in it together and part of a team.
- **Confident Risk-Takers**
Our children will be encouraged to have a 'can do' attitude and feel happy and willing to 'have a go'.

The EYFS Curriculum

The EYFS curriculum is organised into seven areas of learning and development.

All of these areas are important and inter-connected. Three areas are seen as particularly important as they support children's learning in all other areas. These are known as the 'Prime Areas'.

The Prime Areas:

- Personal, Social and Emotional Development – *Self-Regulation, Managing Self, Building Relationships*
- Physical Development – *Gross Motor Skills, Fine Motor Skills*
- Communication and Language – *Listening, Attention and Understanding, Speaking*

There are then four specific areas of learning to develop essential skills and knowledge.

The Specific Areas:

- Literacy – *Reading Comprehension, Word Reading and Writing*
- Mathematics – *Number, Numerical Patterns*
- Understanding the World – *Past and Present, People, Cultures and Communities and The Natural World*
- Expressive Arts and Design – *Being Imaginative and Expressive*

Characteristics of Effective Learning

Underpinning the learning and development of each child across these seven areas are the Characteristics of Learning. These are the ways in which the child engages with other people, their learning and their environment – '*playing and exploring*', '*active learning*', and '*creating and thinking critically*'. Our narrative observations provide us with a picture as to how the children are succeeding in the Characteristics of Learning and we then plan activities that help develop, utilise and challenge these skills.

EYFS Principles

The EYFS is based upon four principles:

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

A Unique Child

We celebrate each child as an individual by first getting to know their interests and then by offering personalised learning opportunities. We work with families and professionals from other settings who have knowledge of the child to help us build a picture of who they are.

Our creative topic based curriculum and the provision we offer is designed to help children develop a positive sense of their own identity and culture. We recognise that children learn in different ways and at different rates and we accommodate this in the provision and activities we offer.

Positive Relationships

We pride ourselves in our dedication to building strong, secure relationships with parents and children in the early years as we know how important relationships are in developing confident and happy learners. Our relational approach to the EYFS builds foundations for the proceeding years through the school.

The following help us to establish positive relationships with our families.

- We take time and an interest in getting to know our families.
- All Nursery children are visited by the Nursery teacher and Early Years Practitioner in their home setting prior to starting. Children joining Fleet in Reception are visited by the class teacher and a learning support assistant.
- We hold stay and play sessions before the children start school. These give the children an opportunity to; meet the adults working with them; explore the environment; and give teachers a chance to talk to parents about their children before they start school.
- We attend the Camden 'Transition for All' meeting, discussing children's needs with staff from their previous settings and visit children in their existing setting where possible. Information regarding children with additional needs who are transitioning to Fleet is shared through Camden SEND and visits to discuss transition are arranged between settings to ensure the children are well supported as they move to Fleet.
- We invite parents to an induction meeting in the summer term before their child starts.
- We hold one-to-one meetings early in the academic year to discuss transitions and anything else that is important for practitioners to be aware of.
- We offer parents regular, informal opportunities to talk about their child's development through our soft starts each morning.
- Regularly families are invited to attend open mornings. Each open morning has a specific focus and aims for the parents see the types of activities the children engage with at school and provide ideas for ways to help at home.
- We have termly meetings with parents to discuss individual children's progress.
- We provide parents with an annual written report detailing their child's progress.

Enabling Environments

At Fleet we ensure our relationships, along with the physical environments enable positive development. We ensure the children feel safe and valued in our stimulating and engaging classrooms (including the outside spaces available to them).

We are incredibly proud of the high-quality provision we provide. Our classrooms are well resourced and reflect the seven areas of learning in contextualised ways that are creative and constantly evolving. Throughout each day, the children have opportunities for free flow learning between the indoor and outdoor spaces. The activities are set up in such a way to ensure the children can access them confidently and independently. Being outdoors offers opportunities for doing things in different ways and on a different scale.

Both Nursery and Reception have large, covered areas outside to allow for outdoor learning whatever the weather. There are also large, interesting climbing structures which enhance opportunities for physical development and creative role-play.

The Fleet Approach to the EYFS Curriculum

Learning and Development

Our practitioners understand how children best develop and learn. We ensure there is a good balance between child-initiated activities and adult led activities across the school day.

When children are self-selecting activities, the interaction between the adult and child is essential. The practitioner's role is to respond, question (when appropriate), demonstrate and model to extend children's learning. Adults are 'intentional'; they guide the children's play towards the skills, concepts and vocabulary that will enrich their play, and prepare them for later learning. In both Nursery and Reception, time is set aside each day for adult led activities in both groups and one to one, as well as whole class carpet sessions.

Our curriculum is an inclusive, communication-based curriculum and is carefully designed to meet the needs of the specific cohort, reviewed year on year to reflect the changing needs of each group. We teach through topics that we feel will motivate and inspire the children to learn, following their interests and providing stimulating, active learning. High importance is placed on developing strong foundational skills through high quality interactions and engaging experiences.

Core experiences, such as being part of regular Forest School sessions, taking part in the Christmas show, attending a wide range of external visits across London and class-based events such as keeping caterpillars, are all carefully planned to create opportunities to enrich learning and provide opportunities for talk and developing wider interests.

Oracy is further developed through carefully planned teaching approaches such as Word of the Day, Talk Partners, and Hoop Groups. These strategies help children to build vocabulary and to express their ideas clearly, listen attentively, understand others, and participate confidently and respectfully in conversations.

Our EYFS curriculum builds children's knowledge and skills through a carefully planned blend of adult-initiated learning experiences and high-quality enhanced and continuous provision. We recognise and celebrate the uniqueness of every child, using ongoing assessment to shape learning opportunities that reflect individual interests, strengths, and next steps. Our provision is intentionally flexible and adaptive, ensuring that teaching approaches, the environments, and resources are adjusted so that all children can access the curriculum, participate fully, and thrive.

Planning

Planning is based on ongoing formative assessment and observations. Practitioners constantly make decisions about the provision and learning opportunities provided based on what they have observed the children doing and what they believe the children will be stimulated and challenged by. Weekly plans are completed as well as medium term plans. Teachers track learning objectives that have been taught each term to ensure curriculum coverage by the end of the academic year.

Camden Kids Talk

The Camden Kids Talk strategy is a comprehensive, multi-agency initiative that provides an inclusive and integrated pathway of speech, language, and communication support for children aged 0–5, their families, and the professionals who work with them. Its aim is to ensure that every pre-school child living in Camden has the opportunity to develop the communication skills needed for wellbeing and to achieve their full potential. The strategy recognises parents as central to their child’s communication development, views language and communication support as a unifying element across all services, is delivered through strong multi-agency collaboration, and upholds the principle of the “unique child” by responding sensitively to the individual needs of children and their families.

At Fleet we are committed to supporting the developing communication and language skills of our pupils and ensure that all staff trained annually in the approaches defined by the initiative. Temporary members of staff are also provided with guidance on our communication strategies at Fleet.

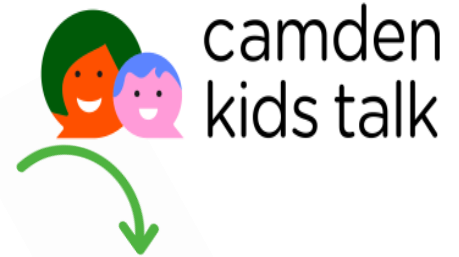
The ShREC approach is used across the Nursery and Reception classes to support communication and high quality interactions between staff and pupils. It supports developing communication skills, allowing for vocabulary development and processing time, without over-questioning during interactions. The evidence informed strategies it outlines are as follows:

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| Shared Attention: | Be at the child’s level. Pay attention to what they are focused on. |
| Respond: | Follow the child’s lead. Respond to their verbal and non-verbal communications.
You could make a brief comment on what they see, hear or feel. |
| Expand: | Repeat what the child says and build on it by adding more words to turn it into a sentence. |
| Conversation: | Have extended back and forth interactions. Give children time to listen, process and reply. |

Children are screened using the Wellcomm Toolkit to identify areas of focus on entry, mid-year and during the summer term. This data is analysed to identify trends within the cohort and plan individual targets that are shared with the EYFS team and parents. Provision is carefully planned to meet the needs of the child, with targeted ShREC interactions, Interactive Story sessions and talk targets designed to address specific elements of listening, attention and speech identified in the screening. Any children who are identified as being significantly behind age related expectations are discussed with the SENDco and if appropriate, a referral to the Speech and Language Team is made.

Data is shared with the Camden Kids Talk team of professionals, the school Senior Leadership Team and Governing Body at each termly data collection point.

We follow an annual cycle of actions for Camden Kids Talk which can be seen below.



Camden Kids Talk at Fleet

July

Strategic Lead to attend final data meeting with Camden Kids Talk team and identify areas for development in next academic year.
Nursery and Reception data to be discussed with the cohort's next teacher as part of the handover process to ensure those children who remain at Red or Amber levels have appropriate support in their next year of school. These children will also be discussed with the SENDCO and senior leaders.

June

Rescreen all children using Wellcomm toolkit and complete final assessments for the year.
Class teachers to complete Camden Kids Talk data spreadsheet and with the Strategic Lead, analyse data across year to identify individual progress and progress of cohort.
Submit data to Camden Kids Talk team, school senior leaders. Data presented to governors as part of the end of year assessments.
Class teachers to use data to inform end of year assessments.

April

Review Interactive Story groups and ensure targets are matched to the needs of the group.

September

Review Camden Kids Talk aims and strategies in the September Inset with the EYFS team and look through data from the previous year, discussing any areas for development.
Strategic Lead to identify any new staff members who may require additional training arranged through the Camden Kids Talk padlet.
Letter sent home to Nursery and Reception parents to explain the Camden Kids Talk project and share the Camden Top Ten Tips for Talking.

February

Children rescreened using the Wellcomm toolkit and data compared to October results to identify any children who now require referral to the Speech and Language team.
Data added to Camden Kids Talk spreadsheet and analysed to create new targets for individuals. Targets shared with the class team and parents. Children not scoring Green discussed with the Strategic Lead and SENDCO to identify next steps for interventions.
Changes to Interactive Story groups and ShREC focus children will be made according to the screening results.
Data will be shared with school senior leaders and governors.

October

Screen all children in Nursery and Reception using the Wellcomm toolkit to assess speech and language levels.
Complete Camden Kids Talk data spreadsheet and save this to the school network/submit to the Camden Kids Talk team in Camden.
Reception and Nursery teachers, supported by the Strategic Lead, analyse data to identify children who have scored below age related expectations.
Individual targets for all children set and shared with team members and parents. Data shared and discussed with EYFS team, school senior leaders and governors.
Children scoring Red or Amber allocated to an individual staff member in their class for targeted ShREC support through daily interactions within normal provision.
Make referrals for any children who require additional support from the Speech and Language team and discussed with the school SENDCO.

November

Children scoring Red or Amber placed into groups for Interactive Story sessions in Nursery and Reception, focusing on targets identified in Wellcomm screenings.

January

Camden Kids Talk themed Stay and Play sessions fortnightly for parents in Nursery. Sessions focus on Top Ten Tips and have activities for children and parents to make and take home to support communication skills at home.

Assessment

Assessment in the EYFS takes the form of observation by all adults working with the children. These observations are linked to the different areas of learning which in turn informs the progress that has been made each term and end of phase judgements.

On entry, we carry out baseline assessments for each child in the 7 areas of learning. This is completed when the child has been in the setting for as close to 6 weeks as possible. Further tracking against the age related expectations is carried out in February and July. Data is recorded, analysed and submitted to the head teacher or deputy for progress review. Provision and adult input is planned for according to trends noted in the data analysis.

The Reception Baseline Assessment is also administered within the first 6 weeks. Data is submitted to the DfE and is intended to track school performance when compared with Key Stage 2 outcomes. *The Reception Baseline Assessment* assesses children in Communication, Language and Literacy as well as Mathematics. As these do not provide us with a full picture of the children in relation to the 7 areas of learning, our own baseline information is necessary.

At the end of Reception, the class teacher assesses each child against the Early Learning Goals to create a profile of their learning. These are the goals outlined in the '*Statutory Framework for the Early Years Foundation Stage*', which we aim for the children to meet by the end of Reception.

The teachers will record the level of development as either *working towards* or *expected*. This information is submitted to Camden and then onto the DfE.

We provide parents with a written summary of the judgements made at both the end of Nursery and at the end of Reception, along with a brief commentary of the child's skills in relation to the three key Characteristics of Learning (playing and exploring, active learning, creating and thinking critically). Parents are given an opportunity to discuss these reports during their end of year meeting. We believe it is best practise to have ongoing dialogue with parents if we feel a child will not achieve the end of year expectations and collaboratively come up with ways to support their learning and development both at home and at school.

Profile information is shared with the Year 1 teacher to support smooth transitions into Key Stage 1 and to help the Year 1 teacher plan an effective and appropriate curriculum that will meet the needs of all children.

Each child in the EYFS has a portfolio which contains samples of their work, alongside photos and observations. All of which are a real celebration of the child and create a detailed picture of their time in the Early Years. Parents have access to their child's portfolio during parent meetings and are encouraged to contribute through the use of 'At Home' slips. Parents are given their child's portfolio at the end of Reception.

Transitions from Nursery into Fleet Reception Class

During the summer term, small groups from Nursery regularly visit the Reception classroom for transition sessions, so they have an opportunity to familiarise themselves with the environment and the adults.

All Nursery children and those new to Fleet in Reception will have a home visit. Home visits give both parents and child the opportunity to meet school staff in a comfortable and secure setting as well as giving

parents a chance to have questions answered. If a home visit is not possible or preferred, arrangements will be made to meet in school.

After the summer holidays, children are invited to attend a Stay and Play session. The cohort is broken into groups for these sessions allowing time for parents to chat with the adults working in the class and for the school staff to interact with each child. Children with similar start dates will have the same stay and play session time so they have familiar faces on their first day.

Start dates are decided based on the children's birth dates with youngest children starting first.

In order for children to be supported during the transition period, a group of 4 or 5 children will start each day. This gives the practitioners valuable time to spend with individuals and to build a positive rapport.

Hours are built up during our transition period and may differ depending on the individual needs of the child and their experiences before starting with us. Children starting in Nursery will build up hours from the first week where the children have morning sessions, the second week where they experience lunchtime and then full-time hours. Regular conversations between the Nursery teacher and parents enable staff to provide what is best for individual children and there is flexibility in having shorter days for longer if required.

Children in Reception will have their first day until 12.00 before starting full time.

Again, there is flexibility in having more half days for a period of time if the child has had limited Nursery experience or would benefit from having longer to build up to full time.

Transitions from Nursery to other school's Reception classes

We attend the Camden 'Transition for All' meeting, discussing children's needs with staff from settings that children are moving on to. We also support destination schools by passing on portfolios and any other data and information they may need to support the child's smooth transition into their Reception class.

Safeguarding

Fleet will ensure that children taught in our Early Years are able to learn and develop and are kept safe and healthy by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

We follow the safeguarding and welfare requirements detailed in the EYFS Statutory Guidance and whole school policies and procedures for safeguarding, administering medicines in schools and off-site visits.

Please see our School Safeguarding Policy

Staffing

The class teacher is the named key worker for each child in the class. The Nursery has a full-time Early Years Practitioner, and both year groups always meet statutory requirements for staffing.

Admissions

Parents should register an interest in applying for a Nursery place with the main school office. Applications for places in Reception should be made online or by post to Camden Local Authority. Please consult the LA website for details of the deadlines. The school office can be contacted if additional information or support is required.

Head Teacher: Don McGibbon Chair of Governors: Marcus Boyland

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