

Harvills Hawthorn EYFS Policy



Carla Maxwell – Nursery Manager
Samantha Hill – Reception Lead
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This policy outlines the teaching, organisation and management of the Early Years Foundation Stage at Harvills Hawthorn Primary School. The implementation of this policy is the responsibility of all the teaching staff.

Curriculum Intention

At Harvills Hawthorn Primary School, we believe that the Early Years Foundation Stage is an integral part of a child's development and education. It is where all learning begins and is the foundation that all learning builds upon. With this understanding at the core of our pedagogy, we aim to provide inspiring, exciting and purposeful learning experiences through our skills-based curriculum, to ensure all our children receive the very best start to their education, for them to grow, learn, succeed and enjoy life.

We understand that the transition from home, to nursery, to school is a challenge for all. We aim to make this transition as comfortable and as smooth as possible with positive and supportive partnerships with children and parents. We will endeavour to provide a calm and supportive environment in school, where all children and parents feel safe, valued and welcome. We firmly believe that it is our duty to help prepare all our children for school life.

Our aim at Harvills, is to nurture our children to become independent, inquisitive and curious learners, who follow their own learning interests and challenge themselves to achieve. We believe we can support and encourage all children to 'be the very best they can be' and aim to unlock potential in all. We want our children to develop a love for learning, surrounded by friends and caring adults. All children deserve to be confident and show pride in their achievements, but most importantly, they deserve to be happy at their school and be ready to begin the next stage of their lives.

'Every child deserves the best possible start in life and has the support they need to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting combined with high-quality early learning provides the foundations children need to make the most of their abilities and talents as they grow up.' ('The Statutory Framework for the Early Years Foundation Stage.' DfE March 2014).

Curriculum Implementation

At Harvills Hawthorn Primary School, we pride ourselves on the consistent approach to teaching and learning that can be observed across all phases of school. This is achieved through our commitment to cutting edge CPD and quality first teaching daily. Expectations of staff and pupils are high, resulting in good or outstanding progress in all phases. There is a universal understanding of what outstanding teaching, learning and assessment should entail. These strategies are consistently used throughout school and it is the expectation of leadership that all lessons will include a variety of these to enable learners to reach their full potential. Active learning is essential in all aspects of the lesson. All staff use the same terminology so that learners develop a knowledge and understanding of the different ways they learn.

At Harvills, we believe outstanding teaching, learning and assessment must include the following:

1. Challenge for all
2. Collaborative learning
3. Assessment for learning
4. Questioning
5. Progression within lessons and books

6. Learning behaviours

We are working hard to promote our pupils' English and ensure that they all achieve to the very best of their ability. Pupils are encouraged to read widely and often. English is fundamental to all subjects. Consequently, we believe that all stakeholders have a role to play in supporting and developing our pupils' English skills to ensure they can communicate effectively in today's society. All children are expected to follow our school's non-negotiables for presentation. This includes a focus on learning to write in the cursive script.

Early Years at Harvills

Here at Harvills our early years setting consists of:

- a Nursery class
- a Reception class

In Nursery, we offer morning or afternoon session places for children aged 3-4. We also offer some all-day places to parents who are in receipt of 30 hours free childcare from the government (<https://www.gov.uk/30-hours-free-childcare>). All children are able to attend our nursery from the term after they turn 3. Our Nursery class is led by a qualified teacher.

In Reception, we offer 60 full-time school places for children aged 4-5. Our Reception year consists of two classes of 30 children, each led by a qualified teacher.

We have three classrooms (one for Nursery, two for Reception) and a dedicated early years outdoor area which is split into a section for Nursery and a section for Reception. This is to ensure each area of the setting is specific to the development of the children and to ensure there is clear progression from Nursery to Reception.

Staff

Mrs Hill- EYFS Lead and Reception teacher

Mrs Maxwell- Nursery Manager

Miss Paling – Reception teacher

Mrs Phillips – LSA

Miss Holmes – LSA

Mrs – Greasley - LSA

EYFS Key Documentation

Statutory Documents used:

- Early years foundation stage (EYFS) statutory framework - <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2nb>
- Early years foundation stage profile handbook - <https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

Non-Statutory Documents used:

- Development Matters - <https://www.gov.uk/government/publications/development-matters>

At Harvills Hawthorn Primary School, we follow the statutory framework legal requirements, guidelines and expectations as set out in the 'Statutory Framework for the Early Years Foundation Stage' document across both Nursery and Reception. We also consider the above documentation for children in Year 1 who require more support and time on the early years' curriculum.

The EYFS is based upon four principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates.

To achieve our aims, we will:

- Provide a calm and purposeful learning landscape which inspires curiosity and encourages learning through play and exploration, using all the senses, both indoors and out.
- Create an inclusive and supportive environment to all which welcomes and celebrates our similarities and differences
- Provide high-quality teaching and facilitate high-quality learning through exciting, first-hand experiences through play
- Provide learning through our skills-based curriculum to equip all children with the necessary skills, which can be applied through all areas of learning
- Value and build on previous experiences
- Allow time for children to produce learning of depth and quality
- Acknowledge that how children learn (the Characteristics of Effective Teaching and Learning) is as important as the content taught
- Provide a foundation for positive attitudes and values
- Celebrate achievements
- Deliver the curriculum using a variety of teaching strategies and cater for a variety of learning styles and stages of development

Learning and Development

The EYFS Curriculum

We aim to provide a broad, balanced and holistic approach based on the four themes of the Early Years Foundation Stage (A Unique Child, Positive Relationships, Enabling Environments and Learning and Development). Our EYFS curriculum is uniquely flexible and carefully planned in accordance with the current cohort's needs, development stages and interests. This is reviewed and adapted each year to ensure we are effectively supporting, challenging and maximising progress and attainment of all children. There is a clear progression of knowledge and skills in all areas of development from Nursery to Reception. Both Nursery and Reception teachers work collaboratively as a team to plan and organise the curriculum and teaching and learning opportunities for inside and outside the classroom under themes of interest which the children have

expressed. Teachers use the Non-Statutory Development Matters curriculum and skills progression documents as reference when planning effective teaching and learning activities for the children. This is to ensure the children build on previous knowledge and understanding and gain new skills which they can apply in all areas of the curriculum. This also enables all children to access all areas of the classroom and curriculum, following their own learning interests and challenging themselves. The curriculum is accessed through a combination of play, child-initiated and adult-directed activities.

Areas of Learning

In line with the Statutory Framework for the Early Years Foundation Stage (EYFS), there are seven areas of learning and development. These areas shape our planning, assessment and day-to-day practice, ensuring every child receives a broad and balanced foundation for future learning.

Our staff carefully plan purposeful, play-based activities across all areas of learning. Using their professional knowledge of child development, they respond to each child's interests and needs, supporting progress through high-quality interactions and identifying next steps to help each child thrive.

The Seven Areas of Learning

The areas are divided into three Prime Areas and four Specific Areas.

Prime Areas

These are central to children's early development and are the focus in our Nursery and early EYFS provision. They ignite curiosity, build enthusiasm for learning, and help children to form positive relationships and develop essential life skills.

Personal, Social and Emotional Development (PSED)

Communication and Language (C&L)

Physical Development (PD)

Developing strong foundations in these areas helps children to be school ready and confident learners.

Specific Areas

As children grow and their skills progress, staff introduce learning in the four Specific Areas, building on the Prime Areas and deepening understanding.

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are exposed to all seven areas of learning throughout the EYFS, but the introduction of more formal learning in the Specific Areas is guided by staff's professional judgement, considering each child's readiness and stage of development.

Learning through Play

At Harvills we understand and value the importance of learning through play in the early years. We know that it is the best way young children learn and through play, children and young people of all ages develop problem-solving skills, imagination and creativity, language and observation skills, and memory and concentration. Children and young people use play to test their theories about the world and their place in it. Each area of learning and development must be implemented through planned, purposeful play and a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play and by taking part in play which is guided by adults. There is an ongoing judgment to be made by practitioners about the balance between activities led by children and activities led, or guided, by adults. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning they will experience in Year one.

Forest School

All children in EYFS will have the opportunity to take part in Forest School activities in our designated Forest School area on site. Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. Information regarding days and clothing for Forest School will be provided nearer the time of the activity beginning.

PE

In the Early Years, children do not have traditional PE lessons. Instead, Physical Development is recognised as a Prime Area of Learning within the EYFS curriculum and is embedded into daily routines and activities.

Children have daily opportunities to develop their physical skills through play and exploration, both indoors and outdoors, in our carefully planned learning environments. This includes activities that build gross motor skills such as climbing, running, balancing, and riding bikes, as well as fine motor skills such as threading, cutting, drawing, and mark-making.

These experiences are planned to support children's overall health, coordination, and confidence, providing strong foundations for future learning. As Physical Development is woven throughout the day, children do not need a PE kit, and parents will receive further information about how this area of learning is supported when their child starts school.

A Unique Child

At Harvills Hawthorn Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an

understanding of the characteristics they develop to become effective learners and apply our own understanding of child development to support and challenge each child at the appropriate level. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, cooperative and to use reasoning. Children begin to understand the concept of the growth mindset. They are taught that they can 'grow their brains' so that they understand that everyone can learn with practice and effort. The children are taught how to learn and how to become successful learners.

In the EYFS, we have realistic but challenging, expectations and meet the needs of all our children through:

- planning opportunities that build upon and extend children's skills, knowledge, experience and interests
- developing their self-esteem and confidence through a creative curriculum and learning environment
- using a wide range of teaching strategies based upon children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. Through citizenship teaching and the nurturing programme, we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards both in the real and virtual world.

Positive Relationships

Here at Harvills, we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families. Staff develop good relationships with all children, interacting positively with them and taking time to listen to them. We have good links with the local feeder playgroups and regular visits are undertaken throughout the year. The EYFS teachers meet with staff to discuss new intake children.

Enabling Environments

We recognise that the learning landscape plays a key role in supporting and extending children's development. The role of both the indoor and outdoor environment in learning/organisation is to provide awe and wonder for all children and provide opportunities for child-initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources, which are accessible and open-ended so they can be used, moved and combined in a variety of ways and inspire curiosity. We have an expectation that our learning landscape promotes a calm and purposeful atmosphere using natural colours and objects to spark interest and creativity. This ensures children and staff feel relaxed, safe and prevents auditory overstimulation from too much noise and visual overstimulation from too many bright colours and busy/cluttered displays and learning spaces. We take pride in our learning landscapes and promote respect, concentration, engagement and interest by adapting/adding/changing the learning opportunities in the environment to give new experiences for our children, keep their attention, give them opportunities to practice their skills, develop their knowledge and understanding and developing a love for learning by having lots of fun!

It is also an expectation that we try to keep our resources as real as we possibly can so that children develop skills such as respect and care. Children are given opportunities to take reasonable risks in the learning landscape using real items. Real items often include breakable items so that children not only learn from an early age to take care, be responsible and show respect to the world around them but also to raise excitement and engagement to a new level. Children can relate to real items in the home area for instance far more than plastic items which do not feel, smell or look like the real thing they are supposed to be imagining in their play.

Outdoor Learning

We firmly believe in the significant benefits of outdoor learning for children in their early years. Our commitment aligns with the standards set forth by the Early Years Foundation Stage (EYFS) framework, recognising that high-quality outdoor experiences are crucial for children's physical, emotional, and intellectual development.

We understand that outdoor environments offer unique experiences that are vital to a child's overall learning and development.

Key Principles:

Holistic Development: Outdoor learning is instrumental in promoting children's holistic development. It provides a diverse range of sensory experiences that are essential for their physical, social, emotional, and cognitive growth.

Risk and Challenge: We believe in the importance of risk-taking and challenging activities in a controlled and safe outdoor environment. These experiences are crucial for developing resilience, confidence, and problem-solving skills.

Natural Curiosity: The natural world offers an unparalleled resource for stimulating curiosity and wonder. Children will be encouraged to explore, question, and engage with the outdoor environment, fostering a lifelong love of nature.

Accessibility and Inclusivity: We are committed to ensuring that outdoor learning is accessible to all children, regardless of their individual needs or abilities.

Implementation:

- We will regularly evaluate and improve our outdoor spaces and resources to ensure they are safe, stimulating, and conducive to learning.
- Parents and guardians will be informed about the importance of outdoor learning and encouraged to support their children's outdoor activities at home.

Assessment and Evidence Collecting

Knowledge and Understanding of a Child's Stage in their Development

Informal, verbal assessments of the children take place continually amongst staff as progress or difficulties are noted or commented on. Staff respond to this kind of assessment by adapting their teaching style, expectations, level of support, language or activities to suit, usually instantaneously.

Assessment and evidence of learning is collected through practitioner observations which will add to the class teacher's knowledge and understanding of each child's stage of development and what their next steps are. Adults will observe and interact with children carrying out activities which they have initiated, interacting with peers and other adults. This may be in the form of anecdotal observations, planned long observations, photographs, scribed child's voice and contributions from parents or carers. As stated in the Early Year Statutory Framework guidance, physical evidence of children's learning should be kept to a minimum so staff can spend more quality time interacting with the children during play and more effectively move learning on and develop skills. Teachers will keep a small amount of physical evidence of learning for each child, which will be displayed on each individual child's learning wall and on other displays around the classroom where appropriate. It is vital that evidence is only collected which shows a child's independent learning and the evidence should show new learning, not repeated learning examples. Each child will be presented with a paper 'learning journey' of their collected evidence at the end of the year to show parents progress and achievements. Teachers will upload a small amount of photographic evidence to showcase new independent learning on our online learning platform Tapestry throughout the year to inform parents of their child's stage in development.

Adults will observe children playing and learning across both the prime and specific areas of the curriculum. For example, they will observe the children interacting with others, listening and responding, mark making or writing, using and applying their phonic and mathematic skills etc. This will be through a play-based activity that the child has either chosen or shown interest in. Adults will record the child's voice and their achievements in their assessments and make comment on the learning which is taking place. This information gathered is then used to ensure individual needs are met.

This proves to be a valuable aid to our planning and helps us to make informed decisions about the appropriateness of our curriculum and to make monitoring and reporting of the children's development more accurate and accountable. Parents/carers are informed via the end of term and end of year reports and via parent/carers consultations.

Formal Assessment

Pre-school visit

This is one of our first personal contacts with the children entering our provision and whilst it is primarily an opportunity to meet and talk with the child and his/her parents or carers, it is also a time for staff to begin gathering information regarding the child.

Home Visit

This is a valuable time to find out about the children in their own environment. We carry out a very informal assessment of the child during play activities, which is part of the initial baseline and aid to planning when the child enters the setting.

For more information, please see our Home Visiting policy at the following link

<http://www.harvillshawthorn.co.uk/other-information.php>

Baseline Assessment

On entry to EYFS, all children are assessed to determine their starting points in their development. These results enable the teachers to plan for the next steps of all children. It also provides the school with the evidence to monitor the school's performance in later years as the children progress through the school. This will take place within the first 3 weeks of the Autumn term for Reception children and within the first 3 weeks of starting Nursery. Baseline assessments consist of:

Nursery children

- Observations by practitioners using our own EYFS skills progression document and the non-statutory guidance 'Development Matters'.
- Staff will spend time in the first few weeks getting to know the children through play activities and speaking to parents and the child's previous setting to gain a clear picture of the child's stage in their development
- WellComm assessment (Communication and Language assessment)

Reception children

- UK Government Reception Baseline Assessment
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1153546/2023_Reception_baseline_assessment_assessment_and_reporting_arrangements.pdf Information regarding a child's baseline assessment will be reported to parents.
- Observations by practitioners using our own EYFS skills progression document and the non-statutory guidance 'Development Matters'.
- Staff will spend time in the first few weeks getting to know the children through play activities and speaking to parents and the child's previous setting to gain a clear picture of the child's stage in their development
- WellComm assessment (Communication and Language assessment). This will be for the children who were working below age related expectations in Communication and Language at the end of Nursery.

All Nursery pupils are assessed on their language and communication skills using the WELLCOMM tool. The WELLCOMM tool scores children based on their use and understanding of language based on their age in months.

- If a child achieves a Green score, it means that they are using and understanding language at an age-appropriate level.
- If a child scores Amber, it is an indication that a child is working below age-appropriate level and will require some extra support.
- If a child scores Red, it is an indication that a child is working significantly below an age-appropriate level and may require some more specialist involvement with other agencies or Inclusion Support.
- Children that scored Amber or Red are screened again later in the Autumn term to see if they are now working at an age-appropriate level in their use and understanding of language. If not, they are identified for a further layer of support in Reception and will be screened accordingly.

Pupils who are new to the school and join Harvills later in the Reception year will also be screened using the WELLCOMM tool if the class teacher has a concern regarding their speech and language development to ensure that staff are able to assess their use and understanding of language and can identify any support needs early on.

Assessment points

Assessment and stages of development will be collected and reported by each class teacher for Nursery and Reception at the following points during the academic year:

- Baseline (September-within the first 3 weeks)
- Midpoint (February half term)
- Endpoint (June)

For Reception children, the class teacher will use their professional judgment to assess each child against the 'Early Learning Goals' set out in the EYFS Profile Handbook. This assessment will indicate whether a child is at a 'good level of development' or has 'not met the expected standard' for their age. This assessment is reported to parents and to the local authority as a statutory assessment.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109972/Early_Years_Foundation_Stage_profile_2023_handbook.pdf

Assessment for Learning:

As part of the learning process, children will discuss with their peers, and/or with relevant adults, the outcomes of their learning, its merits and the ways in which it can still be improved. This will be done on a regular basis and will involve:

- Children's conversations to help determine whether success criteria have been met
- Conversations with teaching staff to help determine whether success criteria have been met
- Use of AfL strategies

All the above will support and augment school's formal assessment procedures.

Planning

Teachers plan learning using our skills-based curriculum to ensure that all areas of learning are covered equally throughout the week, term and year.

In EYFS, we plan the curriculum and learning opportunities in the following ways:

- medium term plans- these consist of learning intentions and opportunities taken from 'Development Matters' and our skills progression documents which are mapped out week by week across a term
- short term fortnightly plans- these give more detail regarding the targets, success criteria, child-initiated, adult-led focus tasks, play-partner activities, evaluations and next steps for the seven areas of learning
- short term fortnightly learning landscape plans- these give specific activities and resources which we are adding to the learning landscape to enhance our provision and ensure the children are given opportunities to practise skills and develop their understanding through the environment.

Planning is monitored termly by the Early Years Foundation Stage Leads to ensure consistency, quality teaching and learning and a broad and balanced coverage of the curriculum. Teachers consider the children's interests and incorporate this into weekly planning where possible through their knowledge of the children.

Special Educational Needs and Disabilities (SEND)

We aim to identify as soon as possible children who have Special Educational Needs and Disabilities (SEND). Together with the help of parents/carers and the school's Inclusion Manager, we plan for individual needs through provision mapping across the Foundation Stage. If a child needs support in multiple areas, we can plan an Individual Provision Map {IPM} to support them and personalise their learning experience further, enabling them to make progress in their areas of need. This approach is in line with the Special Educational Needs Code of Practice.

For Nursery children with complex needs, links will be made with Early Years Inclusion Support (ISEY) at the Coneygre Centre and where appropriate and necessary through Sandwell Inclusion Support. Children in Reception upwards will be supported through Inclusion Support at Connor Education Centre where the school can seek advice and strategies from Educational Psychologists, Special Educational Needs Advisory Teachers, sensory support etc.

We aim to identify any children with speech, language and communication needs (SLCN) as early as possible and give parents the information to refer their children for SALT. Once the children have been assessed, we work closely with the child, parents and SALT to develop the child's speech and language skills through their individualised programme.

Social, Emotional and Mental Health

Nurture (Treetops)

Reception pupils in need of extra support in managing their feelings and behaviour, turn taking and social skills can access extra support for this through our Nurture provision. Children may be identified by staff or parents and carers and will then be assessed using the Boxall Profile tool to decide whether attending the Nurture group would be beneficial to them.

What is a Nurture Group?

Nurture groups offer an opportunity to benefit from the early nurturing experiences that some children lack, giving them the skills to do well at school, make friends and deal more calmly with the trials and tribulations of life, for life.

Our Nurture group is a class of up to 10 children, run by two members of staff, overseen and supported by the school's Inclusion Manager. Children attend Nurture in the afternoon and remain an active part of their main class group during the mornings.

Nurture groups assess learning and social and emotional needs and aim to give whatever help is needed to remove barriers to learning. Children are supported by role modelling, demonstration and gestures. The relationship between the two staff, always nurturing and supportive provides a role model that children observe and begin to copy. For more information, please visit the following link:

<https://www.nurturegroups.org/>

Infinity Hub

Children who are identified as in need of extra support in relation to their communication and language which is far beyond what support is on offer in the classroom, can access extra support through our 'Infinity Hub'. Children who access the hub are supported through sensory activities, calming and self-regulating activities, intensive interaction activities and other tailored support in relation to each child's individual needs in a calm, safe small group setting. The duration of time spent in the hub is agreed in consultation with the SENCO, class teacher, Headteacher and parents. Activities are planned in consultation with trained staff and the SENCO.

Counselling Service

School also has access to a counsellor. If children or families need accessing this support, they can be placed on the waiting list for a block of 6 sessions. Children can be identified by staff and/or parents. During the sessions, children are given the opportunity to explore and develop social skills, empathy and self-confidence through using movement, play and drama. The child can use their imagination and have a creative outlet in a supportive environment.

More Able, Gifted and Talented

Teachers will be mindful of the extra needs of more able, gifted and talented children and will differentiate questions and activities to allow for further progression and challenge. When a child exceeds the Early Learning Goals, the teacher will plan for their learning needs specifically using the KS1 curriculum and children will also be assessed using the Stage One AWL (assessing without levels) tool.

In the case of particular talents, parents and their children will be signposted to (where appropriate) extracurricular activities such as choir, arts, sports clubs etc.

The More Able, Gifted and Talented Lead will liaise with the class teachers to ensure individuals' needs are met and that appropriate targets are set and reviewed regularly. Please also refer to the school's More Able, Gifted and Talented Policy.

Admissions and Transition

Principles

Transition should be a smooth and seamless journey for all children, which takes account of the differences and particular needs of children. This relies on close, respectful relationships between families and schools.

- If children have attended a previous Early Years setting, we will liaise with the previous setting via the annual Sandwell Transition meeting. If the setting is outside of Sandwell, we will either decide with parents or carers or the previous setting to gather any relevant information.
- For children who may have difficulty settling into school or children with Special Educational Needs and/or Disabilities (SEND), we will work closely with parents and carers to plan an individual transition plan with personalised arrangements. This may include extra transition visits for children, home visits by staff, visiting the child in their current setting and liaising with outside agencies who are involved with the child.
- We usually have a yearly intake to Nursery. Children who have their 3rd birthday before the 31st of August will start Nursery in the Autumn term. If there are still Nursery places available after the

Autumn term, any remaining places will be offered to pupils who have had their 3rd birthday during the Autumn term, for a January intake.

- We have one intake in September for Reception children. Admissions for this are managed by the local authority.

Transition from home to Nursery

- We provide a pre-visit for all children entering the setting for the child to attend with their parent/carer.
- We offer a home visit for Nursery children and an information booklet regarding the organisation and expectations of Harvills Hawthorn EYFS.
- We have a staggered intake when children enter the beginning of the Nursery thereby getting to know the children and his/her parents/carers that much more quickly.
- Parents/Carers have the option of staying with their child if it is felt to be in the best interest of the child.

Transition into Reception

Children entering Reception can find the transition process daunting whether they have attended a previous early years setting or not. We aim to make this transition as comfortable as possible for children and their families.

- We provide a pre-visit for all children entering the setting for the child to attend with their parent/carer.
- Parents are invited to a Reception parents' intake meeting in the summer term of the academic year before their child is due to start in Reception.
- We have a staggered intake when children enter the beginning of Reception thereby getting to know the children and his/her parents/carers that much more quickly and also by giving children the time, space and support to get to know the staff, the environment and routines in a controlled and gradual way so that children feel safe and comfortable in the setting.
- Individual arrangements can also be made for pupils who are struggling with the transition process.

Links between the Reception and Year One

- Reception and Year 1 teachers meet in the summer term to discuss the children's learning styles, age and stage of development and plan for a smooth transition into Key Stage One.
- Reception children meet their Year 1 teachers in the summer term and initially spend an hour in their new classes. Following this, they will also spend a whole day in their new classes to ensure that the transition is as smooth as possible for them. Again, for pupils who may struggle with transition, individual arrangements can be made.

The EYFS principles and experiences underpin and dovetail into the National Curriculum at Year 1. These two curriculums merge to form a continuum of learning.

Partnership with Parents & Carers

Parents and carers are regarded as partners in their child's learning. They are encouraged to add to the evidence used to compile a rounded picture of their child's progress by adding key achievements or to their child's online learning journey via 'Tapestry'. Each child will be given a personalised login for parents to access via the 'Tapestry App' on a smartphone/tablet/laptop. Access will be limited to the class teacher and parent/carer only. Other children/parents will not be able to see another child's learning, only their own profile.

There are both formal and informal opportunities for parents/carers to be involved in their child's learning and education. Parents are encouraged to join in any of our activities whenever they are able.

We hold half-termly 'Inspire' sessions for both Nursery and Reception pupils and their parents. These begin after the children have successfully transitioned into the setting in the Autumn term (and after the January intake for Nursery) and provide an opportunity for parents to become immersed in the learning environment and experience a learning session from entry to the setting to the end of the session. Parents are also welcomed into school to take part in Action for Children Stay and Play sessions, sports days and special assemblies as and when they arise.

We encourage parents/carers of the children to come into school on an informal basis to look at the children's learning and to talk to the EYFS staff. We also encourage parents/carers to request a more formal appointment to discuss their child's progress in school at any point in the school year, should they feel that this is necessary.

Throughout the year, parents will be invited to a variety of workshops and learning celebrations where they can celebrate their child's achievements and support their child's development.

Parents will receive two informal reports on their child's learning and progress and one formal, end-of-year report which summarises pupils' progress towards achieving the Early Learning Goals and the Characteristics of Effective Teaching and Learning. There is also a more formal opportunity for parents to attend a parent's evening once a year. Parents will be informed of the date in the Autumn term.

*"The Characteristics of effective teaching and learning consider children's learning styles. Children learn using a variety of learning styles, which are unique to them. The Characteristics of effective learning help focus on **how** children learn rather than **what** children are learning."*

Behaviour Management

Our approach to managing behaviour promotes self-discipline, understanding, and respect for others.

Our school rules - 'Be Ready, Be Respectful, Be Safe' - are the cornerstone of our behavioural expectations and are embedded within our daily routines and interactions.

Key Principles:

Restorative Conversations: We believe in the power of communication and reflection. When behavioural issues arise, we engage in restorative conversations with the children, helping them understand the impact of their actions and encouraging empathy and resolution.

Maintaining Physical Activity and Outdoor Time: Recognising the importance of physical activity and outdoor learning for children's overall wellbeing and development, we do not use the removal of these as a sanction. We believe that access to physical activity and outdoor time is a right of every child and essential for their holistic development.

'No-Shout' Approach: As a 'no-shout' school, we maintain a calm and positive atmosphere. We address behavioural issues through calm, constructive conversations rather than raising our voices. This approach models respectful communication and helps create a safe and nurturing environment.

Consistency and Fairness: Our staff are trained to apply our behaviour management policy consistently and fairly, ensuring that all children understand the expectations and consequences of their actions.

Parental Involvement: We actively involve parents in understanding and supporting our behaviour management policy. We believe in a partnership approach, where home and school work together for the best outcomes for the children.

Safeguarding in the Early Years

Safeguarding is central to all we do at Harvills Hawthorn Primary School. We are fully committed to ensuring that every child in our EYFS provision is safe, protected, and able to thrive in a secure and nurturing environment. Our practice is underpinned by the Statutory Framework for the Early Years Foundation Stage (EYFS) and Keeping Children Safe in Education (KCSIE 2024).

We recognise that safeguarding children in the early years requires particular care and vigilance, as our youngest learners are at a stage where they may be unable to recognise danger or communicate their worries effectively. All staff working within the EYFS complete safeguarding and child protection training and know how to recognise, respond to, and report concerns in line with the school's Safeguarding and Child Protection Policy.

Mrs Hill, Reception Lead, and Mrs Maxwell, Nursery Manager, are both Deputy Designated Safeguarding Leads (DDSLs) for the EYFS.

The role of a DDSL is to support the DSL in safeguarding and child protection duties. This includes taking part in safeguarding meetings, supporting staff to identify and respond to concerns, liaising with external agencies such as social care, and ensuring that safeguarding records are accurate and up to date. DDSLs provide guidance and advice to staff, ensure safeguarding procedures are followed consistently, and act promptly to protect children from harm. When the DSL is unavailable, a DDSL can take the lead on safeguarding matters to ensure there is always a trained safeguarding lead on site to keep children safe.

Safer Staff Practice and Ratios

Staff-to-child ratios in Nursery and Reception are maintained in line with statutory requirements to ensure children are well always supervised.

All staff are subject to robust safer recruitment checks, including enhanced DBS clearance, in accordance with KCSIE and EYFS statutory guidance.

Mobile phones are not used within learning or care spaces unless for emergency purposes and in line with school policy.

Intimate Care and Dignity

Some children in our EYFS provision will require support with toileting or other aspects of personal care.

All intimate care is carried out respectfully, always promoting the child's privacy and dignity.

Wherever possible, two adults will be present, or care will be provided in a way that is visible to others.

Staff receive training in safe and appropriate practices for supporting personal care needs.

Parents and carers are informed when intimate care has been provided, and care plans are created for children who require ongoing support.

Children are encouraged and supported to develop independence in self-care skills as part of their learning and development.

For further information, please refer to the school's Intimate Care Policy. Parents are to be notified through Medical Tracker. Staff will need to record this on Medical Tracker each time intimate care takes place.

Safer Eating Practices

We understand the risks posed by choking and allergic reactions for young children and follow strict protocols to ensure mealtimes are safe.

Staff are trained to supervise children closely when eating and to manage any choking incidents safely.

Children are encouraged to sit while eating and to take small bites.

Staff are informed of children with allergies or dietary requirements, and information is clearly displayed in the dining area and classrooms.

Food brought into school is carefully checked, and families are reminded that our setting is nut-free.

Children are taught good hygiene practices, such as handwashing before and after meals.

Paediatric First Aid

In line with EYFS statutory requirements, there is always at least one member of staff with a current Paediatric First Aid (PFA) certificate on site whenever children are present, including during outings and trips.

First aid kits are accessible, regularly checked, and replenished.

All accidents and injuries are recorded and reported to parents or carers on the same day.

Prevent Duty and Online Safety

Staff understand their responsibilities under the Prevent Duty to protect children from being drawn into extremism or radicalisation.

Children are supported to develop resilience and understanding through age-appropriate discussions, stories, and modelling of respectful behaviours.

Staff supervise and manage all technology use in EYFS. Children do not access the internet independently, and digital safeguarding measures are in place to ensure their safety.

Safe Sleeping

We recognise the importance of providing a safe and secure environment for children who require sleep or rest during the early years. Staff will follow the setting's safer sleeping procedures and ensure that children are placed in a suitable, safe sleeping position and environment, with appropriate supervision and regular checks. Sleep arrangements will take account of each child's individual needs, age and developmental stage, and any relevant information provided by parents or carers. Staff will remain vigilant to potential risks, maintain appropriate records and ensure that the sleeping area is clean, well ventilated and free from hazards. Any concerns regarding a child's sleeping pattern, health or wellbeing will be shared promptly with the appropriate staff and parents or carers.

Times of the Day

Full-time Nursery Provision

Harvills Hawthorn offers a fixed number of places for the 30-hour entitlement, this is currently fixed at a maximum of 10 places. This will be reviewed in line with the demand for 30-hour places. For full details on the 30 hours offer at Harvills Hawthorn, please see our [Nursery admissions policy](#).

The pattern of attendance that we offer for a full-time (30-hour) place at Harvills Hawthorn is:

Monday:	8.45 am-11.45 am	12.30 pm-3.30 pm
Tuesday:	8.45 am-11.45 am	12.30 pm-3.30 pm
Wednesday:	8.45 am-11.45 am	12.30 pm-3.30 pm
Thursday:	8.45 am-11.45 am	12.30 pm-3.30 pm
Friday:	8.45 am-11.45 am	12.30 pm-3.30 pm

A charge will be made for the cost of supervision and a meal during the 45-minute dinnertime period.

Children will be greeted and collected from their Nursery classroom by their dinnertime supervisor at **11.45 am**. Their dinnertime supervisor will take them to the dinner hall to support and supervise them throughout this period. They will be supported in:

- Developing independence in health and self-care skills e.g. washing and drying hands before lunch.
- Selecting the food that they would like for lunch (considering any allergies or dietary preferences).
- Helping to further develop skills such as using cutlery, cutting food up effectively etc.
- Reinforcing table manners and social skills around the dinner table.

They will also spend time on the playground supported by their dinnertime supervisor, giving them a chance to continue to develop their play and social skills with others, before being taken back to the Nursery setting to begin the afternoon session at **12.30 pm**.

If parents require further childcare on top of the government-funded 30 hours, top-up hours can be purchased. The maximum pattern of attendance across a day of childcare at Harvills Hawthorn is:

7.45 am-8.45 am	(Breakfast club)
8.45 am-11.45 am	(Nursery Am)
11.45 am-12.30 pm	(Dinner time)
12.30 pm-3.30 pm	(Nursery Pm)
3.30 pm-6.00 pm	(After-school club)

Nursery Snack Time

At our nursery, we provide our children a healthy and balanced snack each day. To support this, we kindly ask for a contribution of 50p per week as 'snack money'.

This small contribution allows us to provide a variety of nutritious snacks daily. Our snack menu includes options like toast, crackers, and occasionally a biscuit. We always offer a selection of different fruits and vegetables to encourage healthy eating habits from a young age.

In addition to this, children are also offered a choice of drinks, including water, sugar-free squash, and milk.

This policy helps us maintain a diverse and healthy snack selection for our little ones, supporting their growth and learning.

Reception times of the Day

8:45 School begins and classroom door opens

8:55 Door closes. If children are brought to school after this time, then they will have to enter via the office and will be marked as late.

12:00 Lunch time

12:45 End of Lunchtime

3:20 Home time

Further details regarding the structure and times of the day will be shared at parent meetings. Before-school and after-school provision is available for all children as stated above.

Equal Opportunities

All the children in Harvills Hawthorn EYFS are treated with the same respect, concern and professional expectations regardless of ability, religion, culture, lifestyle, social background, race, gender, ethnicity, age or language. We are committed to ensuring that displays, books and equipment reflect the diversity of

backgrounds from which our children come. All children are given access to all areas of Early Years learning and adults sensitively intervene to ensure this, if necessary.

Health and Safety

How do we maintain a healthy and safe environment?

By ensuring staff and/or children are aware of and carry out:

- Personal hygiene
- Safety procedures, locking doors and gates
- Maintenance of clean environment
- Maintenance of clear exits and pathways
- Emergency fire drill/evacuation procedures
- Trained first aid staff available.
- Trained staff to deal with spills and bodily fluids.

Curriculum Impact

Children have the best start to their lives and are ready for the next stage of education. They are enthusiastic, exploratory and inquisitive learners who show excellent learning behaviours. Children are happy, content and comfortable in school due to their secure and positive relationships with adults and other children. Children are competent communicators, have solid personal, social and emotional skills and show good physical development skills, which they can transfer into a wide variety of learning areas. They have an excellent understanding of the world around them and can draw on their personal experiences in and out of school to increase their knowledge and understanding further. Children continue to excel and make outstanding progress long after they have left Reception but always remember their Early Years education and how it has made them the learners they are today.

Further impact is as follows:

- Smooth transitions between home and school, Nursery and Reception, Reception and Year 1.
- Children love coming to school and have positive relationships with staff and other children around them
- Children feel included, appreciated, understood by staff and proud of who they are
- Happy, confident, independent and inquisitive children who display a love for learning
- Children are school ready and have the required knowledge and skills to continue their learning journey
- Children are creative problem solvers who challenge themselves to be the very best they can be
- Parental satisfaction, measured through verbal and written feedback to the teachers and Head Teacher and via parental consultations and comments.
- Children to achieve a 'Good Level of Development' by the end of Reception

- Evidence of high-quality learning and teaching; measured by planning, assessments, annotated learning samples and observations of individual children at work and play.

Summary Statement

In the Harvills Hawthorn Early Years Foundation Stage, we aim to provide the best early years' experience we can for the children using our provision. We are dedicated professionals who are passionate about making learning fun, exciting, appropriate and effective to give young children the kind of start to school to which they are entitled, deserve and in the style they need.