



HAVANNAH PRIMARY SCHOOL

Early Years Foundation Stage Policy

1. What do we believe?

At Havannah Primary School, we believe every child deserves the very best start to their educational journey. We are committed to providing a nurturing, ambitious and inclusive Early Years environment where every child feels safe, valued and inspired to learn.

We recognise that the early years lay the foundations for lifelong learning. Our curriculum is designed to develop confident communicators, curious thinkers and resilient learners through rich experiences, purposeful play and high-quality adult interactions. We believe children learn best when they feel secure, develop positive relationships and are encouraged to explore, question and make sense of the world around them.

Our curriculum places equal value on children's knowledge, skills, vocabulary, physical development and personal wellbeing. By carefully sequencing learning and providing meaningful opportunities to revisit and apply new knowledge, we ensure every child develops secure foundations for future success.

We want every child to leave our Early Years provision as a confident, independent learner who is well prepared for Reception, Key Stage One and beyond.

Aims

Our Early Years provision aims to:

- provide every child with the best possible start in life
- create a safe, inclusive and nurturing environment where every child can thrive
- develop confident communicators with a rich and ambitious vocabulary
- foster curiosity, creativity and a lifelong love of learning
- build secure foundations in literacy, mathematics and physical development
- develop children's independence, resilience and self-regulation
- provide a carefully sequenced curriculum that builds knowledge and skills over time
- ensure all children are appropriately supported to achieve their full potential
- work in partnership with parents and carers to support children's learning and wellbeing
- prepare children for a successful transition into the next stage of their education.



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2. What guides our practice?

This policy reflects the requirements of the Statutory Framework for the Early Years Foundation Stage (2026) and is underpinned by current legislation and national guidance relating to safeguarding, inclusion, equality and special educational needs.

The Early Years Foundation Stage is built upon four overarching principles which inform all aspects of our provision:

A Unique Child – We recognise that every child is constantly learning and develops at their own pace. We value each child's individuality, strengths and interests and provide an inclusive environment where all children can succeed.

Positive Relationships – Warm, respectful relationships are central to our practice. We work in partnership with families to ensure children feel safe, secure and supported throughout their learning journey.

Enabling Environments – We provide stimulating indoor and outdoor environments that encourage exploration, independence, creativity and sustained engagement. Our environments are carefully organised to promote high-quality learning through play.

Learning and Development – Children learn through a balance of child-initiated play, adult-led experiences and high-quality interactions. Our curriculum provides meaningful opportunities for children to build knowledge, develop skills and apply their learning in different contexts.

3. What does our curriculum look like?

Our curriculum has been carefully designed to ensure children build secure foundations in knowledge, vocabulary and skills through meaningful experiences and purposeful play. Rather than organising learning around isolated topics, our curriculum is structured around six carefully sequenced curriculum drivers that reflect how young children naturally develop their understanding of themselves and the world around them.

These curriculum drivers are:

Belonging

Change

Discovering

Growing

Exploring

Connecting

Each driver identifies the essential knowledge, vocabulary, experiences and skills children will develop before revisiting and deepening this learning throughout the year. This approach



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ensures that learning builds progressively over time and supports children to remember and apply what they have learned in increasingly independent ways.

Our curriculum is underpinned by the progression model Establish → Deepen → Apply, ensuring children first develop secure understanding before extending and independently applying their learning across a range of contexts.

Our ultimate aim is that every child leaves the Early Years with the knowledge, confidence, independence and dispositions needed to flourish as they move into Reception and continue their educational journey.

4. How do children learn at Havannah?

We believe children learn most effectively through meaningful play, rich first-hand experiences and high-quality interactions with skilled adults.

Our pedagogy is rooted in the understanding that play is fundamental to children's development. Adults carefully balance child-initiated learning with purposeful adult-led teaching to introduce new knowledge, extend thinking and model language. Throughout the day, practitioners observe, interact, question and scaffold children's learning to ensure all children are appropriately supported and challenged.

Our teaching is guided by the following principles:

- secure relationships are the foundation of learning
- children learn through play, exploration and investigation
- high-quality adult interactions have the greatest impact on learning
- ambitious vocabulary is explicitly taught and modelled throughout the day
- books and stories are central to developing language, imagination and knowledge
- learning is carefully sequenced so that knowledge builds progressively over time
- children benefit from repeated opportunities to revisit, practise and apply previously taught learning
- independence, resilience and curiosity are actively encouraged through carefully planned experiences.

These principles form the golden thread that runs throughout our curriculum and daily practice.

5. How does our environment support learning?

Our learning environment is intentionally designed to promote independence, curiosity and sustained engagement.

Continuous provision forms the core of our daily practice. It provides children with opportunities to revisit, consolidate and apply previously taught knowledge and skills through meaningful play. Adults carefully enhance the provision in response to children's interests and curriculum priorities, ensuring learning remains purposeful, progressive and engaging.



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Both our indoor and outdoor environments provide opportunities for children to:

- explore independently
- investigate and solve problems
- develop communication and language
- apply mathematical thinking
- strengthen physical development
- develop creativity and imagination
- collaborate with others
- revisit previously taught learning in different contexts.

Resources are carefully organised to encourage independence, promote sustained shared thinking and enable children to make meaningful choices about their learning.

6. How do we know children are learning?

Assessment is an integral part of teaching and learning and is used to ensure every child makes the best possible progress

Practitioners use ongoing observations, professional knowledge, conversations with children and daily interactions to understand children's learning and identify appropriate next steps. Assessment is responsive and informs future teaching, provision and support rather than being an end in itself.

Parents and carers are recognised as partners in the assessment process and are encouraged to share significant achievements and experiences from home. Children's progress is discussed regularly with families throughout the year.

Reception children complete the statutory EYFS Profile at the end of the academic year in accordance with national requirements.

Further information regarding assessment procedures can be found within the school's Assessment Policy.

7. How do we ensure every child succeeds?

We are committed to ensuring every child is welcomed, valued and supported to achieve their full potential.

Children join our setting with a wide range of experiences, strengths and starting points. Through adaptive teaching, carefully planned support and high expectations, we provide opportunities for every child to succeed.



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Where additional support is required, we work closely with families and external professionals to identify needs at the earliest opportunity and provide appropriate interventions and reasonable adjustments.

Further information can be found within the school's SEND Policy, Accessibility Plan and Equality Policy.

8. How do we work with families?

We believe parents and carers are children's first and most enduring educators. Positive partnerships between home and school play a vital role in supporting children's learning, wellbeing and development.

We work collaboratively with families from the earliest stages of transition and maintain regular communication throughout each child's time in the Early Years. We share information about learning, celebrate achievements and work together to support children's individual needs.

Parents are encouraged to contribute to their child's learning through ongoing communication, parent consultations, transition opportunities and our chosen communication platforms. We value parents' knowledge of their child and recognise that working together leads to the best outcomes for children.

9. How do we keep children safe?

The safety, wellbeing and happiness of every child is our highest priority and underpins every aspect of our Early Years provision.

We provide a caring, secure and inclusive environment where children feel safe to learn, explore and develop positive relationships. Staff promote children's physical health, emotional wellbeing and independence through consistent routines, supportive relationships and high expectations.

Safeguarding, child protection, health and safety, intimate care, behaviour, attendance, administering medicines and all welfare requirements are implemented in line with the school's statutory policies and procedures. These documents should be read alongside this policy.

10. Who is responsible?

The Governing Body has strategic responsibility for ensuring the school fulfils its statutory duties within the Early Years Foundation Stage.

The Headteacher is responsible for ensuring the effective implementation of this policy and that appropriate staffing, training and resources are in place.



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The Early Years Leader is responsible for leading curriculum development, monitoring the quality of teaching and learning, supporting staff development and ensuring statutory requirements are met.

All Early Years practitioners are responsible for delivering high-quality education and care, maintaining accurate knowledge of children's development and working in partnership with families and colleagues to secure the best possible outcomes.

Parents and carers are encouraged to work in partnership with the school by sharing information, supporting learning at home and communicating openly with staff.

Monitoring and Review

This policy will be monitored by the Early Years Leader and Senior Leadership Team through ongoing evaluation of curriculum implementation, teaching, learning, assessment and children's outcomes.

The policy will be reviewed annually, or sooner if changes to statutory guidance or school practice require amendment.



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