



Addison Gardens
Blythe Road
London W14 0DT

Addison Primary School



Early Years Foundation Stage

Approved
Summer 2024



1. Aims

At Addison we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning.

We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

Every child deserves the best possible start in life and the support that enables them 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.

We adhere to the [Statutory Framework for the Early Years Foundation Stage](#) (EYFS) and the four guiding principles that shape practice within early years' settings:

- A. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- B. Children learn to be strong and independent through **positive relationships**.
- C. Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- D. Importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

2. Principles into practice

As part of our practice we:

- a. Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- b. Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- c. Work in partnership with parents and within the wider context
- d. Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- e. Provide opportunities for children to engage in activities that are child-initiated and adult-initiated, supported by the adult
- f. Provide a secure and safe learning environment indoors and out



3. Our approach – ‘free-flow alongside whole class and small group teaching’

Children at Addison have access to both free-flow play and adult-led activities during the school day. Children from both reception and nursery classes play and learn together for some part of the day, mainly in the afternoon.

The Nursery and Reception classes are set up with different learning spaces: the block area; the creative/messy area; the construction area; role play and the outside space. Children are able to make their own choices regarding what they choose to do during free flow thus promoting a greater level of independence. This approach helps build relationships and acts as a stimulus to creativity.

The outside space enables children to explore, experiment, discover, be active and healthy, and to develop their physical capabilities in a safe environment.

At Addison, free-flow play is used alongside whole class and small group teaching, giving the children a range of learning situations where teachers support, and with the use of effective questioning, develop each child’s learning potential.

4. Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children’s needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All seven areas of learning and development are important and inter-connected. Three are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **Prime Areas**:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Children are also supported through the four **Specific Areas**, through which the three prime areas are strengthened and applied.

The **Specific Areas** are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.



Practitioners working with the youngest children in Nursery will focus strongly on the three Prime Areas, which are the basis for successful learning in the other four Specific Areas. The three Prime Areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Addison and grow in confidence and ability within the three Prime Areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Ruth Miskin' approach, teaching aspects of Mathematics and Literacy. There is a balance between children having time and space to engage in their own child-initiated activities and those that are planned by adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, adults reflect as practitioners on the different ways that children learn.

5. Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. All staff are encouraged to contribute and discussions take place daily. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents/carers during parent's evenings which happen three times a year.

Parents are provided with reports twice during the year based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss the reports with their child's class teacher to support them in their next phase of school.

6. Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks.

We promote the good health of the children in our care in numerous ways, including the provision of fruit and milk and following set procedures when children become ill or have an accident.

7. Inclusion

We value all our children as individuals at Addison, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We strongly believe that early identification of



children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

8. Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings.

Children have a phased start to their school life; home visits are a crucial part of this transition period. These are undertaken for both nursery and reception children when they start school where relevant information is given.

In the final term in Reception, the Year 1 teachers meet with the Early Years' staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition. The discussion enables the Year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Key documents & Further Information:

1. **Statutory framework for the early years foundation stage** – As of 1 September 2021, childminders, nurseries, preschools and primary schools in England must now follow the [early years foundation stage \(EYFS\) framework](#). (Sept. 2023; 53p)
2. **Development Matters** – this offers a top-view of how children develop and learn (Revised Sept 2023; 128p)

DfE, Ofsted and Foundation Years have worked together to publish a range of materials aimed at different parts of the sector to support understanding and implementation of the revised EYFS:

[Implementing the revised EYFS in primary schools](#)

[Understanding the revised EYFS - headteachers and senior leadership](#)

[Understanding the revised Development Matters](#)

[Learn - Explore - Debate events: implementing the revised EYFS](#)

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