



# **Hamp Nursery and Infants School**

**Early Years  
Foundation  
Stage Policy  
2025/26**

## **Introduction**

At Hamp Nursery and Infants School our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years 2021 framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities that the school organises to enrich and enhance the experiences and learning of our children in their local context. It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each "Literacy Tree" story, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning.

We nurture our children on their journey and encourage them to be creative, unique, open-minded, and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed, and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery & Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

## **Rationale**

*"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. A secure, safe and happy childhood is important in its own right." Statutory framework for the early years' foundation stage, Department for Education 2021.*

The school holds responsibility for a large Nursery provision for 2-4 year olds set across three different rooms. We provide day care and education for children not only from the Hamp estate but also from the wider context of Bridgwater, offering 15 or 30 hours funded places and also accommodating working parents with additional paid sessions as available. Children begin their reception year in the Autumn Term with most attending full time by the October half term holiday.

## **Curriculum Intent:**

At Hamp Nursery and Infants School, the EYFS curriculum is designed to encourage independent, inquisitive and happy learners who are prepared, aspired and motivated for life's next steps. We recognise children's prior learning and various starting points from previous settings and their

experiences at home. We work in partnership with parents, carers and nursery settings to provide the best possible start at Hamp Nursery and Infants School, ensuring each individual reaches their potential from their various starting points.

Every child is recognised as a unique individual, and we acknowledge and promote children's interest to provide them with the opportunities to follow their imagination, creativity and foster a lifelong love of learning both in and outside of school. We aim to provide motivating first-hand experiences through a balance of child-initiated and adult-led activities. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of child-initiated play and sustained thinking. We believe that all children deserve an education rich in wonder and memorable experiences that allows children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. Early language is at the heart of our broad curriculum. Language is the foundation of children's thinking and learning. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration.

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

### **Curriculum Implementation:**

At Hamp Nursery and Infants School we follow the Early Years Foundation Stage framework.

This is made up of four overriding principles which our early year's education is based upon:

- Unique Child** - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships** - Children learn to be strong and independent through positive relationships.
- **Enabling Environments** - 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 carers.
- **Learning and Development** - Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

We recognise when children are at earlier stages of development than expected, it is important to notice what they enjoy doing and also find out where their difficulties may lie. Planning is differentiated and children are supported in small groups to ensure they become secure in the earlier stages of development.

The curriculum provides a play-based and experiential learning environment, combined with focused teaching and basic skills, to ensure children make rapid progress before moving onto Year 1. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific

areas.

The three prime areas are those which the children should develop first and are considered particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

**The prime areas are:**

- communication and language
- personal, social and emotional development
- physical development

**The specific areas are:**

- literacy
- mathematics
- understanding the world
- expressive arts and design

Each Nursery room is led by an experienced supervisor/manager who have worked together with the EY lead to develop a progressive "curriculum" for their pupils, to build, practise and embed experiences, skills and knowledge for learners to prepare them for their next steps into school. Nursery plan using a weekly rotation of stories and themes to facilitate this and have the flexibility to develop children's interests as they go along. The EYFS curriculum in Reception then continues to develop learning but moves to planning from the "Literacy Tree" stories.

Every half term, each Reception class introduce a new topic question, inspired by our Literacy Tree stories, to provide inspiration for learning and children are given the opportunity to influence and plan the direction of their own learning by identifying, what they already know, understand and would like to know about each new topic of work. Each topic is flexibly delivered through a staged approach incorporating an initial engagement to 'hook' the children's imagination in their new topic. This learning then develops through a series of cross-curricular lessons that builds skills, knowledge and understanding within that topic of learning.

Billy and the Beast/I want my hat back "Who lives in a house like this?"
I am Henry Finch/Look up "Where do we live?"
Cave Babies/ Bringing the rain to kapiti plain "What animals come out at night?"
The Night Pirates/ Lost and Found "What is under the sea?"
The extraordinary gardener/tiny seed "What will I be?"
Naughty bus/ I will never eat a tomato "How do plants grow"

Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have a small adult directed group during the day. The

timetable changes throughout the year to take into consideration the changing needs of the children. During adult directed tasks, EYFS practitioners can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

Most afternoons, children are taught in keyworker groups where they are able to build a strong relationship with their keyworker and children within their group.

## **Literacy**

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. From Reception through to Year 2, children are given an author a term. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. All author focus books are embedded in story sessions, adult- led activities and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories. Children also have access to non-fiction and fiction stories by a variety of authors related to their interest in continuous provision.

There is cohesion and consistency with our phonics approach to align with the whole school phonics scheme. The model of 'Double Phonics' allows for a daily session of teaching our learners the sounds and skills that are needed for reading. This is then applied in daily 'Individual Reading' in each class. We have a scheme of phonetic reading books 'Collins Big Cat' that have book bands that match our phonics scheme of Letter and Sounds (Little Wandle). Learners are reading books that match the phase of phonics being taught to them and also have word cards to teach recognition of high frequency and decodable words to impact on pace and fluency of reading. For learners that are not yet blending, they will be using our books that we have organised as 'We can read this book together'. These are books that are not fully decodable and should be shared with an adult so that learners can experience 'how to be a reader'. They can be shown how to behave as a reader and develop good habits of organising themselves and their resources. For children who are blending, they will be reading the 'I can read this book' which are fully decodable, and they will be reading these to the adults. Children will take part in reading practice sessions three times a week.

## **Mathematics**

In Reception, we follow the mastering number and White Rose Maths Scheme of work. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration.

## Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. Building further on our speaking and listening focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners. Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential or are showing a greater depth of understanding and need further challenge. This includes sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject.

## Characteristics of Effective Learning

The EYFS is about how children learn, as well as what they learn. Children have opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important. The three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'.

Through play, the children explore and develop, helping them to make sense of their environment and the world. They have the opportunity to practice and develop skills and ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate, solve problems and work collaboratively.

- **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Active learning occurs when children are motivated and interested. We give children opportunities to learn independently and follow their interests. As children develop their confidence, they begin to make decisions, follow interests and work with their peers.

- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

This characteristic is about giving children time to experiment, think and talk, to ask questions, leading to a deeper and different understanding of the world. Creativity is encouraged through all areas of learning. Children are given a variety of resources so they can self-select and use their imagination. Open-ended craft activities are an excellent way to help children to express themselves and use their imagination.

## **Parents as Partners**

We recognise that parents are children's first and most enduring educators, and that when parents and practitioners work together in early years settings the results have a positive impact on children's development and learning.

We foster and develop this relationship through:

- nursery staff visit the child and the parents at home prior to the child starting nursery.
- reception staff visiting the child at their nursery setting.
- children having the opportunity to visit their new classes during the half term before starting school. The children take part in a stay and play session with their Parent on two occasions before starting the Reception classes.
- holding school induction meetings with reception parents and asking them to complete a school starter introduction pack prior to starting school.
- providing the opportunity for parents to attend Parents'/curriculum Evenings on three occasions during the school year.
- two parents days for children attending the nursery class during the Autumn, Spring and Summer terms.
- parents days for reception children in the Autumn, Spring and Summer terms. Parents receive a report on their child's attainment and progress at the end of the Foundation Stage.
- providing a keyworker for every child throughout the Foundation Stage.
- providing parents with the opportunity to share their child's learning and progress through the use of the online learning platform 'Tapestry'. Parents can comment on their child's achievements, interests and things that they have done at home.

## **Curriculum Impact:**

The Early Years Foundation Stage (EYFS) statutory framework helps us design an effective early years curriculum, building on strengths and meeting the needs of all children. The guidance sets out the pathways of children's development in broad ages and stages. The actual learning of young children is not so neat and orderly. For that reason, accurate and proportionate assessment is vital. This will help us to make informed decisions about what a child needs to learn and be able to do next. It is not designed to be used as a tick list for generating lots of data. The EYFS framework helps us check that children are secure in all the earlier steps of learning before you look at their 'age band'. Depth in learning matters much more than moving from one band to the next or trying to cover everything.

## **Baseline:**

Prior to children starting, staff spend time speaking to the child's parents, previous settings and reading previous learning journeys to gain an understanding of the whole child and where they are at. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The

RBA (Statutory Reception Baseline Assessment) is also carried out and this assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics'.

### **Ongoing Observation:**

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Short observations are recorded on Tapestry and these are evidenced with the children's EYFS assessment record.

### **Assessment:**

Phonic assessments are carried out each term using the whole school phonics assessment. In Summer B, the EYFSP is completed where the teacher judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers have a duty to provide a narrative for both parents and the Year 1 teacher.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects - both core and foundation - children leave the EYFS stage with the skills, knowledge, and confidence to continue their education journey.

Book scrutiny's, learning walks and observations are carried out by the EYFS lead throughout the school year to monitor the teaching and assessment of the EYFS framework.

### **Speaking and Listening**

At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and listening skills. As well as its vital role in "Literacy Tree" this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide an opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning.

Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through storytelling, reading aloud, class and group discussions and one to one conversation with children and with other staff.

## **SEND**

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning and raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small group. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short-term targets.

## **EAL**

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

## **Gifted and Talented**

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.

Class Teachers will inform the Gifted and Talented Co-ordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the Co-ordinator will plan enrichment activities where required in liaison with Class Teachers and Subject Co-ordinators. Children who are Gifted and Talented in PSHE are selected to join the online safety committee to showcase their talents and enable a forum for pupil voice.

## **Diversity and Equality**

At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

## **Online Safety**

At Nursery & Hamp Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

## **Differentiation**

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

## Outdoor Learning

At Hamp Nursery and Infants school we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum.

Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: Mrs Chelsie Hall - Autumn Term 2021

Updated by: Mrs Chelsie Hall- Autumn Term 2025

Approved by: Head - Autumn 2025

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Approved by Chair of Governors

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Review Date: Autumn 2026 or in line with any statutory changes.

