

WOODLANDS PRIMARY SCHOOL



EARLY YEARS FOUNDATION STAGE POLICY

Updated: July 2016
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INTRODUCTION

At Woodlands Primary School we are committed to meeting the individual needs of all children. The welfare of the children is central to our provision of care, learning and play. All children are respected and valued and we provide experiences to support their physical, social, emotional and intellectual development within a warm, caring and secure environment.

Through carefully-planned activities, play opportunities and interactions, we promote children's self esteem and support the development of skills, knowledge and understanding. Children are encouraged and supported to make choices and decisions as active learners. Their progress is monitored regularly in order to ensure that individual needs are identified and provided for, and all children are challenged to make progress.

The welfare, learning and development requirements for our younger children, those who are five years and under are set out in the Early Years Foundation Stage Framework. This policy document outlines the understanding, commitment and implementation of the Early Years Foundation Stage Framework in our vision and practice at Woodlands Primary School.

OUR EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage (EYFS) usually applies to children from birth to the end of the Reception Year. In Woodlands Primary School, children join us either in the nursery, when after their second birthday, the term after they turn three or in Reception at the beginning of the school year in which they are five. We recognise the EYFS as an important phase of a child's life as it lays out a secure foundation and prepares children for future learning.

SMSC

At Woodlands Primary School we recognise that the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides them with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All curriculum areas within the EYFS have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the classroom. All adults will model and promote expected behaviour, treating everyone as unique and valuable individuals and showing compassion and respect for one another.

As children start in our EYFS they will learn that it is a place where pupils can find acceptance for themselves. Children should learn to differentiate between right and wrong in as far as their actions affect other people. A key part of starting in EYFS is learning about this. They will be encouraged to value themselves and others. Children should understand the need for rules and the need to abide by rules for the good of everyone.

Spiritual Development

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Learn to express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

Moral Development

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements

Social Development

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity
- Begin to understand the need for social justice and a concern for the disadvantaged

Cultural Development

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- Recognise Christianity as a world-wide faith
- Develop an understanding of their social and cultural environment
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

OBJECTIVES

The Early Years Foundation Stage at Woodlands Primary School aims to:

- set high standards for education, care and welfare
- build upon what children already know and can do
- challenge children and set high expectations for learning
- develop each child's individual knowledge, skills and enjoyment in the prime and specific areas of Learning and Development
- provide for equality of opportunity to ensure that no child is excluded , disadvantaged or left behind
- ensure that children with educational/ emotional/ behavioural / care needs are identified early and necessary action and support is given
- provide a rich learning environment inside and out
- establish good partnerships with parents and carers, where they feel valued and able to contribute to and participate in school life
- ensure every child achieve the 'Every Child Matters' outcomes, in that every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.
- build strong and effective partnerships with other professionals, outside agencies and settings
- establish effective strategies for teaching, planning, observation and assessment

OUR EYFS VALUES

The EYFS principles which guide our work are grouped into four distinct but complementary themes:

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

A UNIQUE CHILD

At Woodlands Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. We use praise and encourage children to develop a positive attitude to learning. It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand how to keep safe. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

POSITIVIE RELATIONSHIPS

At Woodlands Primary School we recognise that children learn to be strong and independent from secure relationships. All staff involved with the EYFS aim to develop caring, respectful and professional relationships with all children, interacting positively

with them and taking time to listen to them. Each Nursery child is allocated a key person who will get to know them and their families well. In Reception all staff work closely with the children and their families across the cohort, with a specific teacher and TA taking responsibility for each class.

ENABLING ENVIRONMENTS

At Woodlands Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. Our EYFS classrooms are organised to allow children to explore and learn securely and safely, where they are able to find and locate equipment and resources independently. Children can move freely between the areas and interact with a wide range of adults and their peers. There are areas where the children can be active, be quiet and reflect on their learning quietly. The outdoor environment offers opportunities for doing things in different ways and on a larger scale. It offers the children a chance to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning. The outdoor area is in fact another classroom which is set up by the children each day.

LEARNING AND DEVELOPMENT

At Woodlands Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development and understand that they are inter-connected. Play underpins the delivery of the Early Years Foundation Stage curriculum. Through play, children explore and develop learning experiences that help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. They are involved in both group and individual play, some initiated by adults, some by themselves.

TEACHING AND LEARNING

STRATEGIES

At Woodlands Primary School we meet the needs of children within the Early Years Foundation Stage by:

- planning opportunities that build upon and extend children's knowledge, skills experience and interests, and develop their self-esteem and confidence
- using a wide range of teaching strategies which are responsive to children's unique learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively

- providing a safe and supportive learning environment in which the contributions of all children are valued and where children are encouraged to work and play independently
- using resources which reflect diversity and are free from discrimination and stereotyping
- monitoring children's progress and identifying future learning needs of children through rigorous assessment processes which involve all staff, observations and are regularly shared with parents
- supporting the training needs of staff working within the Early Years Foundation Stage

AREAS OF LEARNING

A carefully planned curriculum supports children to work towards achieving the Early Learning Goals across the prime and specific areas of learning and development. The prime areas are fundamental and work together, running through and supporting children's development in all other areas. The prime areas are:

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

The specific areas include essential knowledge and skills that children need to participate successfully in society. The specific areas grow out of the prime areas and provide important contexts for learning. The specific areas are:

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

These areas of learning work in harmony to foster effective learning characteristics. We strive to provide challenging and interesting opportunities for children in which to play and explore, be actively involved in their own learning and also create and think critically. Often an experience offered will enable our children to develop a number of competencies, skills and concepts across several areas of learning at once.

PLANNING

At Woodlands Primary School all staff working within the EYFS are involved in the planning process. Teachers plan as a team, sharing ideas and knowledge and ensuring a consistent, challenging and equality of provision is offered across all classes. Planning is completed on a weekly basis and details the learning intentions, personalised experiences and supportive resources. A range of child initiated, adult directed and adult supported experiences are planned, both indoors and outdoors. Ongoing observational assessments are used to inform planning of challenging play based learning opportunities which support our children's continuous development. Planning references all areas of learning, using the 'Development Matters in the EYFS' guidance material. 'Focused Learning Intentions' are identified which address

gaps in children's knowledge and understanding. These are then taught explicitly through adult led activities and we then look for evidence of children using this skill or knowledge independently in their play.

SPECIAL EDUCATIONAL NEEDS AND INCLUSION

All children at Woodlands Primary School matter and have equal access to the EYFS. Each child is given the opportunity to achieve their best. We therefore strive to plan a curriculum that will meet the needs of children with special educational or behavioural needs, children who are more able children, children with disabilities, children from all social and cultural backgrounds, and different ethnic groups.

RESOURCES

All resources for the teaching of the EYFS are held by the class teachers within the unit. They are well maintained, age appropriate and link to the children's interests and learning needs.

STANDARDS AND ACHIEVEMENT

WELFARE STANDARDS

At Woodlands Primary School we understand that we are legally required to comply with welfare requirements as outlined in the Statutory Framework for Early Years Foundation Stage. We do this by:

- Promoting the welfare of children
- Promoting good health, preventing the spread of infection and taking appropriate action when children are ill
- Managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensuring all adults who look after the children are suitable to do so
- Ensuring that the premises, furniture and equipment are safe, secure and fit for purpose through risk assessment of the area and reporting of potential hazards
- Ensuring that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Maintaining records, policies and procedures required for safe efficient management of the EYFS and to meet the needs of the children

ASSESSMENT AND RECORDING

Children are assessed by observing, listening, interacting and talking; by questioning; by keeping annotated samples of their work; by collecting information from staff working within the EYFS, including the child's parents and other professionals, by observing specific tasks or activities and by monitoring skills through taught activities. Electronic learning journals are used to record and track progress.

A broad picture of each child's unique development is recorded through a Learning Journal. This will include learning stories, observations, samples of work and contributions from home.

Plan Do Review sessions are directed by adults for focus children on a termly basis. This objective led planning addresses gaps in individual's knowledge and understanding. Narrative observations help us to understand children and effectively plan next steps.

Staff assess and track the wellbeing and involvement levels of children ensuring that they are ready to learn and feeling safe and secure. This is done using the Leuven scales.

We record every child's progress on SIMs. These tracking sheets reference Development Matters in the EYFS. Evidence of each child's attainment of specific development statements and progress through age/stage bands is made by teaching staff. Individual evidence, collected in each child's Learning Journal and EYFS staff professional knowledge, is used to inform the assessments.

Statutory assessment is required at the end of the Reception year; this is called the EYFS Profile (EYFSP). Each child's level of development must be assessed against the Early Learning Goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile and it is shared with Year 1 teachers, parents and carers and the Local Authority. The Profile is completed for all children, including those with special educational needs or disabilities.

We recognise that for some children over 5 years of age, the EYFS curriculum may still be appropriate for that child's level of development and meet their individual needs. In these instances, assessment would continue to be made in relation to Development Matters in the EYFS and individual progress is monitored carefully. All children have the opportunity to consolidate EYFS skills in a supportive and encouraging environment with appropriate resources alongside accessing the Year 1 curriculum when they leave the foundation stage.

REPORTING TO PARENTS

Feedback to parents in the EYFS is as follows:

| Term | EYFS Feedback for Parents |
|---|---|
| Autumn 2 – November | N: Drop in sessions R: Parent-Teacher Meetings: Characteristics of Effective Learning |
| Autumn 2 – December | N: Stay and Play R: Assessment Workshop for Parents |
| Spring Term 1 – January Spring 2 – March | N: Stay and Play R: Informal 1:1 meetings with parents to share progress to date in relation to national expectations N: Parent-Teacher Meetings. Share progress R: Parent-Teacher Meetings. Progress in relation to national expectations |
| Summer Term – July | N: Stay and Play and transition discussions R: Parent-Teacher Meetings: End of year EYFS data shared and discussed in relation to National expectations |

TRANSITION

At Woodlands Primary School we have a highly effective transition program. Children who currently attend our Nursery, have many opportunities to work alongside Reception children and staff throughout the summer term. Children from other settings are invited to come in for a session with their parents to work alongside the current cohort in the summer term. Setting and home visits are offered to all children joining the Reception year. Our September intake is over four days. Effective transition ensures that children come to school feeling safe and ready to learn. Our Reception children receive a leaflet from the Y1 children explaining a 'day in the life of a Y1' and they can take this home to share with their families at home.

REPORTING TO AND INVOLVEMENT OF PARENTS AND CARERS

Parents are kept informed of children's progress through a continuous open door policy adopted all year round. Parents are regularly invited into class to

- participate in Learning through Play sessions alongside their child
- formally discuss progress at termly Parents Evening
- attend celebrations and assemblies
- support current themes and topics of interest
- contribute to their child's Learning Journal by sending emails and reflecting on their sessions

At the end of the EYFS an end of year report is written for each child. This report informs parents and carers of progress and attainment in the EYFS and also details each child's unique learning characteristics.

MONITORING AND EVALUATION

The Assistant Head teacher is responsible for the monitoring of provision within the EYFS.

CONCLUSION

Play must underpin the EYFS provision at Woodland Primary School. We recognise and celebrate the uniqueness of the children who attend and are committed to supporting each and every child's learning journey, within the EYFS and beyond.

This policy should be read in conjunction with all other policy documents within the school.

This policy/document was reviewed by:

Signed **Date**

Position

Signed **Date**

Position

The next revision date is: