

Wood End Primary School



Early Years Foundation Stage (EYFS) Policy ([Link](#))

Committee with oversight of this policy	Curriculum & Achievement
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Aims of the Foundation Stage

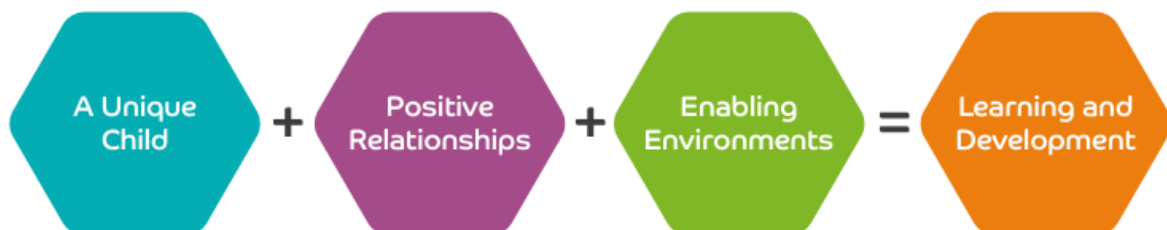
- To provide children with a safe, stimulating and nurturing learning environment
- To develop a positive attitude to learning
- To allow children to explore and develop their own ideas and interests.
- To enable choice, problem solving and decision making, fostering independence and self-confidence.
- To support children in developing key skills and knowledge through the Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development.
- To work in partnership with parents and carers to enable each child to achieve their full potential.
- To teach children how to communicate effectively/clearly and express their needs and feelings in appropriate ways.
- To plan effectively for diversity within the cohort, sharing what we have in common and celebrating our differences.

Principles

Our EYFS policy is directly related to our school vision, values and curriculum statement. It documents further aims and strategies we employ in order to address the four overarching principles of EYFS:

- 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** 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.
- We recognise the importance of all areas of **learning and development**. Children develop and learn at different rates. (Birth to 5 Matters, 2023)

Our practice is informed by the EYFS framework and covers the education and care of all children in EYFS, including children with special educational needs and disabilities.



Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

Structure of the EYFS At Wood End Primary School.

Our EYFS consists of one Nursery class, and two Reception classes. Our Nursery consists of children who are full time and part time (am/pm). Children come to us from a variety of settings including nurseries, childminders, playgroups and home settings. The school day is 8.45am to 11.45am for Nursery morning sessions, 12.45pm to 3.45pm for Nursery afternoon sessions and 8.45am to 3.30pm for all Reception pupils.

Teaching and Learning

Teaching and learning in the Early Years Foundation Stage is a carefully planned balance of direct teaching, small group learning experiences and child initiated exploration. Effective teaching and learning relies on planning that is informed by observational assessments of children's learning and interests.

The Learning Environment

Across the foundation stage the learning environment:

- reflects the children within the class, for example through displays and selection of resources for learning
- is safe and welcoming
- allows the children to develop independence and collaborative skills when working with others and when selecting resources
- celebrates children's achievements and interests
- includes both indoor and outdoor learning spaces where children can explore, experiment, test and observe
- reflects the seven areas of learning
- supports parents and carers in developing their understanding of teaching and learning and how to support their child's learning at home
- is well planned, purposeful and offers challenge and enjoyment

Curriculum

Our carefully planned curriculum, quality interactions and use of assessment ensures that we address the [seven key features of effective practice](#):

- Providing the best for every child.
- Offering consistent, high-quality care for all of our children.
- Planning a curriculum with a focus on what we want children to learn.
- Using a range of different approaches to ensure our pedagogy is effective in helping children to learn.
- Implementing a range of assessment strategies to check what children have learnt in order to inform future planning.

- Supporting children to develop their self-regulation and executive function.
- Developing a strong partnership with parents through positive and regular communications.

Characteristics of Effective Learning

“In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.” (Development Matters, 2023, page 13)

We support the children in engaging and learning with their peers, adults and their environment, through playing and exploring, active learning and creating and thinking critically. We believe that these characteristics underpin all learning and development.

Playing and exploring – engagement:

- Finding out and exploring
- Using what they know
- Being willing to ‘have a go’

Active learning – motivation:

- Being involved and concentrating
- Keeping on trying - Persisting
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking:

- Having their own ideas
- Making links – Using what they already know to learn new things
- Working with ideas

Areas of Learning and Development

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.”

The 3 prime areas are:

• **Communication and language**

- Listening, attention and understanding
- Speaking

• **Physical development**

- Gross motor skills
- Fine motor skills

• **Personal, social and emotional development**

- Self-regulation
- Managing self
- Building relationships

The prime areas are strengthened and applied through 4 specific areas:

- **Literacy**

- Comprehension
- Word reading
- Writing

- **Mathematics**

- Numbers
- Numerical patterns

- **Understanding the world**

- Past and present
- People, culture and communities
- The natural world

- **Expressive arts and design**

- Creating with materials
- Being imaginative and expressive

Early Reading, Writing and Mathematics

At Wood End Primary School, we provide a language-rich environment in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other. For writing, we use the Talk 4 Writing approach where children are given opportunities to internalise a model text through repetition and rehearsal.. This is supported by a story map and physical movements to help the children recall the text. Children will complete a piece of adult guided writing weekly, as well as having access to writing opportunities in all areas of learning within the environment.

For early phonics teaching, the school follows the Success for All phonics scheme to ensure that we are effective in teaching children to be successful early readers. This begins in Nursery with their 'First Steps' phonics programme. It continues in Reception with daily phonics sessions.

Home reading materials ensure that the children are given reading books that reflect their phonic knowledge, so phonics is the only strategy used for decoding. The children take home two levelled reading books every week, one fiction and one non-fiction text.

Adults also strive to promote a love of reading through daily story time and carefully chosen books within the learning environment. Teachers closely monitor children's progress in

reading through guided reading and regular phonics assessments in order that interventions are implemented to address gaps in learning promptly. Advice is sought from the inclusion team where these do not prove successful.

Maths is taught through a range of experiences including counting as part of the daily routine; discreet teaching with follow up group activities and play based opportunities and experiences through the learning environment. We use the Power Maths scheme for our Maths teaching, which ensures progression and coverage throughout the year. We recognise that Maths can take place in any environment and we promote the use of learning maths skills through play-based opportunities. As with phonics, children experiencing any difficulties are identified early and support measures are put into place. Teachers target specific questions at individuals in whole class teaching, extending the children's understanding, allowing key mathematical concepts to be revisited and developed across the year.

Play at Wood End Primary School

Play is seen as an essential part of a child's development, it enables each child to increase in confidence as they learn to explore, to think about problems and relate to others. Learning through play is a balance of child initiated and adult directed or structured play based experiences.

The EYFS curriculum is implemented through the seven areas of learning and supported by the characteristics of effective learning. The development of the child is planned for; through high quality purposeful play opportunities using both the indoor and outdoor environment.

Child initiated play offers children the opportunity to explore their own ideas and interests, selecting their own resources. Adults support and extend this play through modelling, questioning, mirroring, affirming and celebrating achievements.

At WEPS, practitioners ensure that there is a 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 positive interaction.

Observations, Assessment and Planning

At WEPS, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

The Reception Baseline Assessment is carried out within the first four weeks of a child starting in Reception. We also use a range of assessments, both formative and summative, with individual pupils at various points including phonics assessments and maths assessments.

High quality planning is the key to making children's learning effective, exciting, varied and progressive. Effective planning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practise and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs.

Medium term planning is completed identifying learning intentions (from long term planning, observations and assessments) and key themes for learning. Medium term planning themes take into account the interests of the children.

Weekly planning is completed outlining group learning times, adult led experiences and provision for child initiated learning. Weekly planning also includes the outdoor area encompassing learning experiences to support learning intentions across the foundation stage. A timetable is also completed providing an overview of the week.

Children's progress is shared with parents and carers throughout the year through home learning, verbally, written reports and parent consultations. For children in the Nursery at the end of the academic year their development is shared with parents/carers and future practitioners through transition and handover meetings and written reports to parents.

At the end of Reception, teachers complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

- meeting expected levels of development
- not yet reaching expected levels ('emerging')

At the end of the EYFS, parents will receive a report showing their children's attainment against the Early Learning Goals and the Characteristics of Effective Learning.

Adults within Early Years

The role of an adult within early years is very important, as they facilitate and nurture each child's development. Within our setting it is the role of the adult to:

- build positive relationships with children and promote children's well-being.
- work in partnership with parents, carers and families.
- create a safe and stimulating learning environment which celebrates learning and success.

- plan appropriately to ensure the aims of the school are fulfilled.
- support and extend children's learning through play.
- question, respond to questions and engage the child in extended conversations that support sustained shared thinking.
- make regular observations of children's learning to assess their progress and inform future planning.
- make ongoing formative assessments through observations, questioning and marking of learning which informs planning.
- make summative assessments and share findings with parents at consultation meetings.
- keep records of children's progress.
- write a comprehensive report about the child at the end of each academic year.
- set targets and plan for next steps for children.
- encourage independence.
- add resources that stimulate, motivate and engage the learner.
- demonstrate, model and work alongside the children.
- help children to see links in their learning.
- support and encourage the children.
- encourage children to be problem solvers, problem setters and investigators.
- help children to learn how to negotiate and resolve conflict.

Inclusion

All children and their families are valued at WEPS. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to be the best that they can be and planning is adapted to meet the needs of all groups and abilities. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that the majority of our children meet the expected levels of development against the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to support the development of each child. Concerns are always discussed with parents and carers at an early stage and the SENCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEND. At times, it is necessary to work with children in a small group or on an individual basis outside of the learning environment to allow for specialist input e.g. Speech and Language support. However, whenever possible, support is provided within the classroom context.

Home / School Links

Parents and carers play a vital role in their child's learning and development. It is the aim of all practitioners to work with parents to achieve the best for each child.

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Prior to a child starting nursery or reception, they are offered the opportunity to attend a play and stay session to familiarise themselves with the environment and staff. For transition into Reception, we get to know children and families by visiting them at their nursery settings and through a new parents' meeting.

We have an open-door policy for parents to speak to staff at the beginning and end of the day. Parents consultations happen twice a year and the initial one takes place in the first term to make those first all-important links and discuss with parents and carers their individual development and particular needs. Parents and carers are also offered opportunities to attend parent workshops and coffee mornings. These enable parents to observe teaching, engage in their child's learning and become more informed about their child's learning and development.

Transition

At Wood End, transitions are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and we strive to establish effective partnerships with those involved with the child at previous settings. Before starting Nursery, children attend introductory sessions to develop familiarity with the setting and practitioners. If a child starts mid year, they will have a phased start to allow time for them to settle in and become comfortable with their new surroundings.

In the summer term before children move from nursery to Reception, the EYFS team will visit them in their nursery setting. Parents will be invited to an introduction session, which will provide them with information about EYFS and the school, as well as give them an opportunity to have a tour of the school. Families will receive an information pack, containing general information, as well as pictures of the classrooms the children will be in. Children will also be invited to stay and play sessions, to introduce them to their new setting. Reception children will have a phased start over the first two weeks of September.

As the children prepare to enter KS1, the Early Years teachers meet with the Year 1 teachers to discuss the end of year data in order to ensure a smooth transition into Year 1. Year 1 staff are also encouraged to visit the children within their EYFS setting, to allow the children to become familiar with their future teacher. The children will also spend time with their new teacher in the Year 1 classroom.