



Early Years Foundation Stage Policy

October 2023

Rationale

Article 29 – ‘Education must develop every child’s personality, talent and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment’ UNICEF United Nations Convention of the rights of the child.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

Structure of the EYFS

Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Wolviston Primary School we have a 26 place Nursery and a Reception class (PAN 15). We offer a morning and afternoon session and can offer 30 hours for children who are eligible to access this.

Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

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

- Literacy
- Mathematics
- Understanding The World
- Expressive Arts and Design

Planning

Planning within the EYFS starts with the Long-Term Plan in conjunction with KS1 and the school's topics. Medium Term Plans are written termly and used by the EYFS teachers as a guide for weekly planning. A weekly focus is based on the learning objectives linked to the EY curriculum and shared with all EYFS staff. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children. Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Teaching

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning. These areas are delivered throughout the topic and children's interests. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

In EYFS they have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child- initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Assessment

At Wolviston Primary School ongoing assessment is an integral part of the learning and development processes. In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms in the children's individual learning folders. They also contain information provided by parents and other settings. Each child's progress is also recorded against 17 assessment scales derived from the ELGs (Early Learning Goals)

At Wolviston Primary School, we also record judgements in all areas in the EYFS Profile each term. These show the stage that each child has reached at a given point and show the progress they have made.

At the end of the EYFS, staff 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
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers. Working with parents

We recognise the important role parents play in educating the children. We do this by:

- talking to parents about their child before their child starts our school;
- inviting the children to spend time with their teacher in the classroom before starting at school
- inviting all parents to an induction meeting during the term before their child starts school
- encouraging parents to attend consultation meetings in the first two terms to discuss their child's progress
- providing parents with a written report on their child's attainment and progress at the end of each school year
- encouraging parents to contribute observations in the home/school books/All About Me
- 2simple observations emailed half termly to parents and they are encouraged to email observations from home to the class teachers
- sharing our approach to reading
- inviting parents to Early Years workshops where work is Early Years is explained.

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them.

We have good links with the local feeder playgroups and regular visits are undertaken throughout the year. The EYFS teachers meet with staff to discuss new intake children.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs.

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring Arrangements

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Child Protection and Safeguarding Policy
Procedure for responding to illness	Health And Safety Policy
Administering medicines policy	Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	Health And Safety Policy
Procedure for checking the identity of visitors	Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	Child Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	Complaints Policy