



PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY



REVIEWED BY:

Mrs Kirstin Couto

DATE APPROVED BY THE FULL GOVERNING BODY:

13th June 2023

REVIEW CYCLE:

Annually

NEXT REVIEW DUE:

June 2024

Contents

1. Aims	2
2. Legislation.....	3
3. Structure of the EYFS	3
4. Curriculum	4
5. Assessment	6
6. Working with parents	6
7. Safeguarding and welfare procedures	7
Appendix 1. List of statutory policies and procedures for the EYFS	7

“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. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up”

1. Aims

At Widden Primary school and Nursery we seek to provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind;
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- Partnership working between teachers and with parents and/or carers;
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

2. Legislation

At Widden Primary School and Nursery we adhere to the statutory guidance stated in The Statutory Framework for the Early Years Foundation Stage September 2021 and the four guiding principles that shape the practice in Early Years settings.

These include:

- Unique child – We recognise that every child is unique and is continually learning, resilient and capable, confident and self-assured.
- Positive Relationships – We recognise that children learn to be strong, secure 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, 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 Years provision, including children with SEND.

3. Structure

At Widden Primary School, we provide provision for two, three and four year olds in our Widden Plus Nursery Provision.

The two year old children can attend up to 15 hours per week in the mornings or afternoons. Three and four year olds are eligible for 15 or 30 hours of government funded hours dependent on eligibility.

Funding becomes available the term after your child turns two years old or the term following their third birthday depending on eligibility.

Children join us in the Reception classes in the September after their fourth birthday.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's 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 contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;

- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

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 why they exist. 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.

We aim to protect the physical and psychological wellbeing of all children by working closely with families and health professionals including health visitors, educational psychologists and specialist advisory teachers. If there is a concern that a child may have a special educational need, the SENCO will work closely with the family and other professionals to discuss the need and provide support to meet specific and agreed outcomes. If a special educational need or disability is identified, we follow the Gloucestershire's Graduated Pathway Appendix.

Moving on from nursery

Children start in Reception the September after their fourth birthday. If your child is offered a place at Widden Primary School, the transition process begins in the summer term. Children will visit the Reception classes, forest school and get to know their teachers and the routines that take place in school. The teachers in the reception classes also visit children who attend our nursery and the pre-schools and nurseries in our locality if your child does not attend Widden Plus. Parents are invited to visit with their child for two sessions and we hold a meeting for new parents for you to meet the teaching staff who will be working with your child.

Moving on from reception

When it is time to move on to year 1, your child's teacher works closely with the new teachers to discuss your child's learning and progress. The children visit their new classrooms in the final school term where their new teacher can get to know them and plan their next steps.

4. Curriculum

Areas of Learning

The EYFS framework includes seven areas of learning and development. Three of the areas are seen as particularly important and are therefore called the 'prime areas. Prime Areas:

- Personal, Social and Emotional Development – Self-Regulation, Managing Self and Building Relationships
- Physical Development – Gross Motor and Fine Motor
- Communication and Language – Speaking and Listening and Attention

The following four areas include essential skills and knowledge for children to participate successfully in society, these are called the specific areas of learning.

- Literacy: Word Reading, Comprehension and Writing
- Mathematics: Number and Numerical Patterns
- Understanding the World: Past and Present, People, Culture and Communities and The Natural World
- Expressive Arts and Design: Creating with Materials and Being Imaginative and Expressive

Our curriculum is planned from Development Matters 2021. This is planned through a thematic approach with broad themes that develop key skills and knowledge that are adapted to meet the needs and interests of our children.

For the specific area of reading, the children are taught early reading skills using phonics, through the SPP Little Wandle Letters and Sounds. Parents are encouraged to attend reading meetings and workshops. Class teachers support parents using a home work book and reading diary.

Children in Pre-School take home picture books to share each week to share with parents and carers. Children in Reception take home a reading book through the Big Cat Collins reading scheme.

All the areas are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Characteristics of effective learning underpin learning and development across all areas and support the child to remain an effective and motivated learner. The Characteristics are:

- *playing and exploring – children investigate and experience things, and ‘have a go’*
- *active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- *creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

Continuous Provision

At Widden we aim to ensure:

- a clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the EYFS curriculum.
- an environment that facilitates independence, curiosity and hands on play-based learning.
- that continuous Provision enables children to explore recent learning, practice new skills and follow their own interests.
- Children access the indoor and outdoor areas daily

- staff enhance Continuous Provision through careful interactions.
- carefully chosen and organised high-quality resources and experiences that are constantly available for children to access independently across every area of their learning.
- clearly labelled resources for children to access independently.

Outdoor Learning

The environment, both indoors and outdoors, plays a key role in enabling and extending children's learning and development. Children are encouraged to find and use equipment and resources independently and these are organised to allow all children including those with a disability and/or SEND to explore and learn in a secure and safe space for most of the day.

Children spend a lot of time outdoors, all year round. We ask that you provide a pair of Wellington boots to be left at nursery and in school. We provide waterproof trousers and coats for wet weather and water play.

5. Assessment

In the nursery, the teacher and practitioners complete a baseline assessment. Children who start at age two will also have a progress check. For every child starting Reception, our teachers and practitioners will complete the Reception Baseline Assessment within their first 6 weeks of school.

At the end of Reception, we use the Early Learning Goals (ELGs) to judge whether a child is 'Emerging' or 'Expected' in all 17 areas of learning.

Aims of Assessment

- To gather information that informs our understanding of a child's development and next steps
- To ensure that our children have equal access to a broad and balanced curriculum
- To develop children's awareness of the learning process and to involve them in and be part of their own self-assessment
- To involve all significant people in a child's life
- To monitor the development and progress of every child
- To assist in the monitoring, evaluation and planning of the curriculum
- To share information with staff, parents/carers and other agencies

At the end of EYFS The national expectation is for children to achieve a 'Good Level of Development' (GLD). At the end of EYFS GLD is when a child achieves 'expected; within all strands within the prime areas of learning as well as all strands within literacy and maths'. However, every child is unique. Some will exceed this expectation, while others may still be working towards it. Our aim is for all children to progress to their full potential (and at least make good progress from their relative starting points).

In both the nursery and in the reception classes, teachers report progress to parents through parent consultation meetings and an annual written report.

This includes a statement of achievement for the early learning goals for Reception children.

6. Working with parents

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Settling in visits in Nursery before the children start their session
- contribution from parents and families towards the two-year-old progress check;
- all parents are invited to an induction meeting during the term before their child starts school;
- encouraging parents to talk to the child's teacher/key worker if there are any concerns and where possible using an interpreter if necessary;
- regular parent sessions where the children can share their learning journeys with Parents/Carers;
- curriculum meetings and workshops

7. Safeguarding

In addition to our safeguarding policy, To keep all of our children safe, we;

- Carry out daily risk assessments of the environment indoors and outdoors in Nursery
- Medication is not administered at nursery unless your child has a specific need that is stated on their individual healthcare plan and agreed with health professionals.
- A daily log is made for any intimate care.
- All staff attend at least, annual safeguarding training.
- If you have any safeguarding concern, please contact the Designated Safeguarding Lead RACHEL KITTLE –
Raachel.kittle@widden.gloucs.sch.uk
Or in the event of her absence contact one of our DDSL's
Kirstin Couto Kirstin.couto@widden.gloucs.sch.uk

All quotations included in this document are taken from the Early Years Foundation Stage Handbook April 2017 and September 2020.

Appendix: List of linked Policies and Procedures for EYFS

- Safeguarding Policy
- Intimate Care Policy
- Graduated Pathway
- Infection control Policy
- Widden's T&L policy
- Behaviour Policy
- Fire Safety Policy