



# Woolston Infant School

## Early Year Foundation Stage Policy

Authorised on behalf of the Governing Body:	Andy Steege <b>Chair Governors</b> Date: September 2023	Next policy review due: September 2025
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## EYFS Policy

At Woolston Infant School we believe in providing every child with a strong foundation for their future learning. We will create a safe and happy environment with motivating and enjoyable learning experiences that enables every child to become a confident and independent learner. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

### Aims

- To give each child a happy and positive start to their school life in which they can establish solid foundations on which to foster a love of learning
- Provide a high quality and consistent programme which ensures that all children make good progress and no child gets left behind
- Provide a safe, stimulating and caring environment that is sensitive to the needs of all children
- Provide a broad and balanced curriculum with experiences created to respond to assessed individual needs
- Support children in building relationships through personal and social development
- Enable choice and decision making, fostering independence and self confidence
- Provide opportunities for children to experience challenge and manage risk

These are achieved by delivering a curriculum based on the four key principles of the EYFS;

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

### The Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS curriculum is devised into seven areas of learning and development. There are *three prime* areas and *four specific* areas. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the *prime* areas, are:

1. Communication and language;
2. Physical development; and
3. Personal, social and emotional development.

The four *specific* areas, through which the three prime areas are strengthened and applied, are:

1. Literacy;
2. Mathematics;
3. Understanding the world;
4. Expressive arts and design.

None of these areas can be delivered in isolation from the others. They 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 (ELGs) that define the expectations for most children to reach by the end of the EYFS.

### Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the Nursery and Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.



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The three 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.

#### **Planning, Observation and Assessment**

When planning we ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting activities and challenges, the interaction between the adult and child is essential as the adult’s response to children builds understanding and therefore guides new learning. The adult’s role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to come and complete an activity or challenge with them; at other times they will participate in a child’s game, extending it where possible.

At Woolston Infant School all Early Years practitioners observe children to understand their level of achievement, interests and learning styles and then shape learning experiences in light of these observations. Discussions are held with all adults in EYFS about individual children’s development and next steps of learning. To ensure we have evidence of the children’s progress, significant observations are recorded in their learning journeys which are shared with parents. These observations are also used to shape future planning to meet the needs of pupils. Parents/carers are invited to share and contribute to their child’s ‘Learning Journey’ on a regular basis.

Within the first 6 weeks that a child **starts reception**, staff will administer the Statutory Reception Baseline Assessment. This information is directly uploaded to the DfE in line with the guidance. We also administer our own baseline which helps us know individual children’s next steps.

<https://www.gov.uk/government/publications/reception-baseline-assessment-framework>

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
- Not yet reaching expected levels (‘emerging’)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

#### **The Learning Environment**

The EYFS Base is organised to allow children to explore and learn securely and safely, and also has its own enclosed outdoor area. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors, and it offers the children the opportunity to explore, use their senses and be physically active and exuberant. Inside the classroom there are areas where the children can be active, quiet and rest. The Base is devised into different learning areas, where children are able to find and locate equipment and resources independently.



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#### **Parents as Partners**

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:

- Conducting home visits to families prior to admission (September entry) to enable children to meet their class teacher and LSA in the familiarity of their own home.
- Ensuring that arrangements for settling in are flexible enough to give time for children to become secure and for practitioners, parents and carers to discuss each child's experiences, interests, skills and needs.
- Encouraging parents/carers to share information regarding the family background and culture. The knowledge and expertise of parents/carers and other family members are used to support the learning opportunities provided by the setting.
- Providing a variety of formal and informal opportunities for parents and carers to meet with staff on a regular basis to ensure that they are kept fully informed about their child's progress e.g. parents evenings, sharing of work, parent/carers workshops and year group events.
- Encourage all parents/carers to contribute to and participate in activities in the school.
- Parents/carers are encouraged to work in partnership with the EYFS team to teach their child to show respect and care for resources in the setting.

#### **Roles and Responsibilities**

It is the responsibility of each Early Years practitioner to teach and deliver the EYFS curriculum set out in the aims above. It is the responsibility of the EYFS team to monitor all aspects of the profile and EYFS curriculum. It is also the responsibility of the school management team and link governor to ensure implementation of the school's EYFS policy.

#### **Health and safety**

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2021) <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/>