

EYFS POLICY

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1. 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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Nursery:

Nursery and Reception children access the same indoor and outdoor learning environment.

Children can start nursery the term after their third birthday.

3 and 4 year old Nursery provision- accessing 15 hours per week of universal funding on an adult ratio of 1:13.

30 hours for eligible working parents of children aged 3 to 4, again on an adult ratio of 1:13.

Nursery sessions:

8:45-11:45am

12:20-3:20pm

Nursery children have the option to attend breakfast club, after school club and lunchtime provision.

Reception:

Our reception children start full time school during the academic year in which they are 5 years old.

4 and 5 year olds accessing full days in Reception class on an adult ratio of 1:30.

4. Curriculum

The curriculum is delivered using a play-based approach as outlined by the EYFS framework:

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'.

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the Early Learning Goals.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected.

However, 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, both in the EYFS and into Key Stage 1.

These three areas are the prime areas:

- 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

4.1 Planning and observations

Planning is sequential and a curriculum map provides a yearly overview and ensures all areas of learning are covered. We create medium term plans based on a series of topics and linked core texts each of which offers experiences in all seven areas of learning. The core texts supports children's learning and are carefully chosen to support the children's ages and stages of development.

At the beginning of each topic the children are encouraged to share their ideas for learning experiences with us which we record in and display on our learning journey wall. These ideas are then used to inform our short-term weekly planning, alongside our observations which identify areas to focus on. The learning journey display and floorbook are used to track learning, enhance language skills and develop the children's vocabulary. The purpose of floorbooks in our setting is to encourage the use of a wider vocabulary and to enrich a child's language and communication skills. They also provide an evidence based log to inform tracking and demonstrate coverage of the curriculum.

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

Three characteristics of effective teaching and learning are:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties.
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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. We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

Observations of the children help to inform the teacher's planning and the children's next steps for learning. Relevant and significant observations of child-initiated learning are recorded individually for children online via 'Tapestry'. Parents are invited to view this online and to contribute observations from home. Other evidence, including adult led activities are recorded in each individual child's guided maths, handwriting and writing books.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff 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.

Little Wandle Letters and Sounds Revised is delivered daily, alongside White Rose maths sessions.

Reception children have handwriting sessions x3 a week. Nursery children have squiggle whilst you wiggle x3 a week.

Children experience a wide range of activities through weekly PE lessons for both nursery and reception, PSHE lessons (through the SCARF programme) and weekly expressive art and design skills

focuses. Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

4.3 The Learning Environment and outdoor spaces

The learning environment provides a key element of planning with enhancements being used to develop and extend the children's learning through play alongside the adult led activities. Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication, and physical development.

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment. Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe. We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged.

We offer a highly engaging continuous provision that takes in account the age and stage of each child. During our planned continuous provision time our practitioners plan in the moment (ITMP), which is key to successful, happy, resilient and confident learners. Children are encouraged to choose where they would like to explore. Our role is to scaffold and facilitate the child's learning. We also add provocations to an area based on interests, our 'story of the week' and to add challenge or to stimulate an unused area.

4.4 Inclusion

We are a fully inclusive EYFS setting and school – please refer to the school's SEND policy for more information.

5. Assessment

At Winthorpe Primary School, 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. Staff also consider observations shared by parents and/or carers on Tapestry.

Alongside observations of children in their play we complete phonics assessments (Little Wandle Letters and Sounds Revised) every 6 weeks. Nursery and Reception children's learning is documented and displayed within the classroom. This is usually through annotated photographs of practical activities, children's work and aims to give an overall picture of the children's learning and development. This is updated half-termly and then placed into a floorbook for all of the children to access and provides opportunities for discussion about previous learning.

During the first few weeks of a child starting nursery adults observe the children as they settle in to obtain information for attainment on entry. At the end of the first half term in nursery, the teacher will assess the ability of each child using their collected observations and information. These assessments are then carried out termly and allow us to identify children's progress. This information is then used to inform future planning.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). The Reception Baseline Assessment is a statutory assessment from September 2021 onwards. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

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 EYFS profile helps to provide parents and/or carers with a well rounded picture of their child's knowledge, understanding and abilities. 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.*

6. Working with parents

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning.

We always encourage parents to take part in their child's education in a variety of different ways;

- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions.
- Inviting them to a parent consultation in the Autumn and Summer Terms to discuss how their child has settled and share progress and next steps for learning.
- Valuing parents' contributions to learning journeys via Tapestry.
- Providing curriculum planning overviews for each topic, each term, highlighting how they can support their child at home.
- Inviting parents into school for 'parent phonics' sessions to demonstrate how we teach phonics and help them support their child.
- Encouraging parents to read with their child at home and make comments in their reading record books.
- Providing parents of reception children with an end of year summary report detailing achievements and their child's EYFS profile. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.
- Providing parents of nursery children with a written report to summarise the child's achievements and next steps for the following academic year.
- Holding information evenings before the children start school.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. *The*

class teacher is the key person for Reception children and the teaching assistant is the key person for nursery children. The EY lead has overall responsibility for all children in nursery and reception.

6.1 Transition periods

For Nursery children we will offer:

- Stay and Play sessions with parents
- Home visits if requested
- Visits to setting
- Shortened sessions as appropriate.

For Reception children

- 3 transition mornings at school. Parents will be invited to one session to experience the school, meet staff and socialise with other parents.
- Home visits if requested
- Visits to setting
- Shortened sessions as appropriate.

The following process is in place to ensure children's successful transition to Year 1 (Class 2):

- *The children get to know all staff well at Winthorpe during playtimes, assembly times and other events/occasions.*
- *Reception children share afternoon break times with Class 2.*
- *In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.*
- *The children visit the staff and classroom during transition week.*

7. Safeguarding and welfare procedures

'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.'

Statutory Framework for EYFS 2021

It is important to us that all children are 'safe'. We aim to support all children to develop and understanding of 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 well being of all children.

We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs

- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

- The effects of eating too many sweet things.
- The importance of brushing your teeth.

We follow statutory guidance for safety around tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.