

Webheath Academy Primary School

# Early Years Foundation Stage (EYFS) Policy



**Approved, ratified and adopted by the Local Governing Body on 29<sup>th</sup> April 2024.**

**Chair: David Sullivan**

**This policy will be reviewed every two years or when circumstances or advice and guidance changes.**

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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
- 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

The four guiding principles that shape the practice in Early Years setting are:

- **Unique Child** – We recognise that every child is unique and is continually learning, resilient and capable, confident and self assured.
- **Positive Relationship** – 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.

## 2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from January 2024.

[https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS\\_statutory\\_framework\\_for\\_group\\_and\\_school\\_based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf)

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

## 3. Structure of the EYFS

At Webheath we have:

- a Nursery for 3-4 year olds where we offer 30 places per session.
- a 60 intake Reception year group.

we offer 15hrs Universal funded places for 3 and 4 year olds, 15hrs Extended funded places for working parents and we also provide affordable purchasable sessions.

9.00	12.00	3.00
E.Y.E Funding 3 hours		E.Y.E Funding 3 hours
Early Years Entitlement Funding 6 hours		
3 hour session £15	Lunch time 11.30- 12.00	3 hour session £15
Full Day £30		
Hot lunches are available for £2.40 per meal		

#### 4. Curriculum

Our Nursery and Reception follow the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from January 2024. This framework defines what we teach and we use the Development Matters guidance to support our curriculum. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils’ personal development, prepare pupils for their next stage of education and develop the whole child.

According to the ‘Good Practice in Early Education’ Research Report, January 2017, good practice in relation to curriculum planning includes approaches that are:

- tailored to individual needs
- capitalised on children’s interests in order to achieve learning outcomes
- flexible and responsive so that plans could be changed or adapted to follow the interests of the children and respond to external events
- informed by on-going assessment;
- grounded in the Early Years Foundation Stage (EYFS) framework.

#### The Characteristics of Effective Learning:

- 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.

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The EYFS framework includes 7 areas of learning and development and the educational programs 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.

#### **Prime Areas:**

**Communication and Language:** Listening, Attention and Understanding, Speaking

**Physical Development:** Fine Motor, Gross Motor

**Personal, Social and Emotional Development:** Self-Regulation, Managing Self, Building Relationships

#### **Specific Areas:**

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

**Expressive Arts and Design:** Creating with materials, Being imaginative and Expressive

### **4.1 Planning**

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.

### **4.2 Teaching**

We ensure there is a balance of child- initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The adult's role is to consistently model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in

the child's play, extending it where possible. There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on math's, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate. Whole class reading and story time are important parts of the day.

We want our children to develop a lifelong love of reading. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. We imitate, innovate and invent stories through a Talk for Writing approach as we want our children to leave the EYFS knowing stories, both traditional and modern well. We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision. Children in Reception have daily Phonics input following the Soundstart Phonics program and every child is provided with their own book bag and will receive a 'reading for pleasure' book once a week and as appropriate with their developing Phonics knowledge and a hard copy of their reading book. In school they will share this book with an adult in a group 3 times each week with a focus on developing fluency and enjoyment.

### **Continuous Provision**

At Webheath, we aim to ensure:

- a clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the EY 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.
- staff enhance Continuous Provision through careful modelling, active involvement and intervention.
- 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 are able to free flow between indoor and outdoor areas whilst remaining in ratio following statutory guidance for the EYFS.

When planning for outdoor learning we will be carefully considering:

- Children wearing suitable clothing, including waterproofs.
- Free flow arrangements so children are encouraged to follow their own interests.
- Extending the learning in the classroom – so that all curriculum areas are covered.
- Health and wellbeing (PD, PSED) understanding nature and growing opportunities.

- Opportunities for all.

All children have opportunities to explore the outdoor learning environment through play to learn time. They have the same opportunities to access the curriculum outdoors and indoors. Focused teaching occurs outdoors and indoors, and children have opportunities to interact with all members of staff.

## **Transition**

### **From Nursery – Reception**

Our aim is to ensure children have a smooth transition from Nursery to Reception. For children who do not attend our school based Nursery, Reception Teachers will visit them in their current setting in order to gain valuable information. Important induction information is shared with families, and staff find out about the needs and interests of the children that will help them to settle well into our Reception class.

We offer transition into Reception over a few events including a parent welcome meeting, sessions in the classroom and leaflets such as a booklet which outlines the curriculum and school routines, during the Summer Term. The first week back in September is a transition period into school. During this week, children will visit the school for a day to get to explore the environment undisturbed by all being there. This small group then have time to build relationships with staff, be supported with routines, explore the school site, complete Reception Baseline Assessment and have time to explore all that is on offer in the classroom. The children then all start full-time the week after. (Week 2 of the Autumn Term).

## **5. Assessment**

At Webheath Academy 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 take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).

As well as monitoring progress and attainment in the moment, we track their progress on a termly basis and submit this data onto our assessment system on Arbor.

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 – Expected
- 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 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 that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through termly Parents Evenings and end of year report. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in to share their child's Learning Journal and see a range of work
- Through the use of Showbie, an online learning journal which parents can access at home
- Inviting parents in the school to share their specialised skills.

### **Seesaw - Nursery**

Seesaw is the online learning journal that captures the children's WoW moments through photographs and videos. It allows these Wow moments in learning that takes place at school to be shared with parents and for parents to share learning that takes place at home and is used as a way of showing a broader picture of a child's development.

Each child in Nursery 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.

### **Showbie – Reception**

Showbie is an online platform that children can upload their learning to. It allows parents to see these Wow moments of learning and is used as a way of showing a broader picture of a child's development.

Throughout the year the EYFS team will host parent workshops on a variety of topics for example Phonics, Maths and Outdoor Learning, and there will be opportunities to come in and see their child's work.

## **7. Safeguarding and welfare procedures**

It is important to us that all children in 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 well-

being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

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 also teach Online safety across our EYFS in age appropriate ways.

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the Early Years Lead every 2 years.

At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy