



Early Years Foundation Stage

Policy Date: Spr 2017
Review Date: Spr 2020

Overarching Principles

The following four principles underpin the practice in our Early Years setting:

A Unique Child ● Positive Relationships ● Enabling Environments ● Learning & Development

This policy explains how each of these principles manifests itself within our setting.

A Unique Child

At Woodbridge Primary School we believe in motivating children to become independent life-long learners. We aim to inspire the following in our learners; confidence, curiosity, creativity, consideration, commitment, communication and craftsmanship.

We recognise that children develop in individual ways, at varying rates.

Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children at Woodbridge Primary School are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school. (See our British values [here](#))

In our school we believe that all our children matter. We give our children

every opportunity to achieve their best. We do this by taking account of our **children's range** of life experiences when planning for their learning.

In the Foundation Stage 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.

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
- **Using children's questions to lead learning** experiences – nurturing curiosity.
- 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;
- 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

Welfare

At Woodbridge Primary School, we value that 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.

The ways in which we provide a welcoming, safe and stimulating

environment where children are able to enjoy learning and grow in confidence are: -

- We **continually make observations of children's well-being** and involvement, and assess these each term.
- We promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- We aim to manage behaviour effectively in a manner appropriate for the **child's stage of development and individual needs.**
- We ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- We ensure that the premises, furniture and equipment is safe and suitable for purpose
- We ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- We maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- We have trained First Aiders throughout the school, including at least one member of the Early Years Team being Paediatric First Aid trained, in the Unit at any one time.

(See our Safeguarding Policy [here](#))

Positive Relationships

At Woodbridge Primary School we recognise that children learn to be strong, confident and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school

either through a home visit, a nursery or pre-school visit, or at our EYFS Induction Evening at school.

- In F1 we offer both parents and children the opportunity to spend time in the Foundation Stage before starting school. In F2 we offer children the opportunity to spend a morning at school, exploring the environment and meeting staff; parents are also invited to have lunch with us during the Autumn term.
- Operating an open door policy for parents with any questions.
- **Sharing regularly the children's 'Learning Journey' books and valuing the on-going contributions to these from parents through the provision of 'WOW' observations.**
- Offering at least two parent/teacher consultation evenings per year.
- Sharing termly Learning and Development Summaries and an end of year **report on their child's attainment and progress.**
- **Inviting families to a termly 'Stay and Play' with us based around a variety of themes.**

Key Person

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Woodbridge Primary School we value that attachment between children and practitioners provides a sense of security so that children can become confident, independent and capable young learners. Each adult in the EYFS strives to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them. In F2 the class teacher is the key person for all children supported by the teaching assistants. In F1, children are supported by key persons.

Enabling Environments

At Woodbridge Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through

observation and liaison with parents/carers we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements, interests and curiosities of the children. This will be indicated on weekly planning. This fostering of the children's interests develops a high level of motivation for the children's learning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are currently recorded in a variety of ways, and contribute to the child's individual 'Learning Journey'. At the end of the reception year in school, the child's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the Early Learning Goals.

The Learning Environment

The Foundation Stage classrooms are organised to allow children to be independent; to explore; to learn securely and safely. Each classroom has defined and mobile learning areas, where children are able to find and locate equipment and resources independently. The Foundation Stage has enclosed outdoor areas, and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. The provision both inside and outside enables the children to develop in all the areas of learning.

Learning and Development

At Woodbridge Primary School, we recognise that children develop and learn in different ways and at different rates. We value working in partnership with parents and/or carers and other professionals including liaising closely with the Willow Garden team who provide a wrap-around service for children in our school; to promote the learning and development of all children in our care. There are seven areas of learning and development that must shape the education of children in the early years. We value that 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: -

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

The Early Years Team will also support children in four specific areas, through which the prime areas are strengthened and applied.

The specific areas are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design

Characteristics of Effective Teaching and Learning

When planning and guiding children's activities we reflect upon the different ways that children learn and incorporate these into practice. The three characteristics of effective teaching and learning are:

Playing and Exploring - Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. **Play is essential for children's development, building confidence as they learn to investigate; experience things; to 'have a go', to think about problems, and relate to others.** Children learn by leading their own play, and by taking part in play that is guided by adults.

Active Learning – Active learning happens when children are motivated and interested; children in the Early Years are encouraged to pursue their own interests and lines of enquiry. When children are provided with the opportunity to do this they develop in confidence; they keep on trying if they encounter difficulties and show a sense of satisfaction in their achievements.

Creating and Thinking Critically – Children are given the opportunity to develop their own ideas, make links between ideas, and develop strategies for doing things. **Children are supported in developing this through adult's interest in and clarification of ideas; encouragement and open-ended questioning.** Children have the opportunity to access resources freely and are allowed to move these around to extend their learning.

Willow Garden Wrap-Around Provision

The Willow Garden team are guided by, the learning and development requirements from the Statutory Framework for the Early Years Foundation Stage. Practitioners liaise to ensure that provision is consistent and complements each other. Practitioners discuss with parents the support that they intend **to offer and how they will be contributing to the child's learning journey.**

Review date: **Spring 2020**