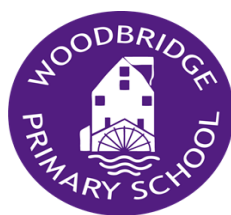


# Woodbridge Primary School

## Early Years Foundation Stage (EYFS) Policy



Approved by <i>Governors</i>	Spring 2023
Next review due on	Spring 2026

Signed by:

A handwritten signature in black ink, appearing to read "C. Hopkins".

Dr Colin Hopkins

Chair of Governors

Signed by:

A handwritten signature in black ink, appearing to read "L. Crossley".

Miss Lynsey Crossley

Headteacher

## **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.

## **3. Structure of the EYFS**

The foundation stage at Woodbridge Primary School comprises a 26 place Nursery class (offering morning, afternoon or full time allocation) and 1 Reception class.

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. It is the document used to guide practitioners to plan learning experiences which engage and challenge within a stimulating environment and to assess the development and progress of each child.

### **The EYFS is based upon 4 themes and principles:**

The four guiding principles that shape our early years practice are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments with teaching and learning support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents/carers.
4. Importance of learning and development. Children learn and develop at different rates. The framework covers the education and care of all children in the early years provision, including children with special educational needs and disabilities.

The EYFS identifies 3 characteristics for effective learning:

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, and enjoy achievements.

3.Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

### **EYFS Areas of Learning and Development**

The EYFS framework includes 7 areas of learning and development 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. All areas are delivered through a balance of adult led and child initiated activities.

The prime areas are:

Communication and language - the development of children's spoken language underpins all seven areas of learning. We aim to build children's vocabulary through a language-rich environment; through quality interactions where children are exposed to new vocabulary; through reading with the children and actively engaging children in stories, non-fiction, rhymes and poems; and providing a context for using new vocabulary and language structures through conversation, story-telling and role-play.

*Physical development* - physical development is vital in children's all-round development, enabling them to lead happy, healthy and active lives. Children are given opportunities to develop their core strength, stability, balance, spatial awareness, coordination and agility through planned activities both indoors and outdoors.Children's fine-motor skills are developed through a range of activities including dough-disco, finger-gym activities and varied opportunities within the environment which allows the child to develop control and confidence.

*Personal, social and emotional development* - Children's personal, social and emotional development is crucial for children to lead healthy and happy lives.Through warm and supportive relationships, children learn how to understand their own feelings and those of others. Children are supported to manage their emotions, develop a sense of self and have confidence in their own abilities. Children learn how to look after their bodies through adult guidance and modelling, this includes making healthy food choices, understanding the need for good oral hygiene and being able to manage their own personal needs independently.

The prime areas are strengthened and applied through 4 specific areas:

*Literacy* - We have a variety of resources for the children to use to develop their early literacy skills. We provide mark making opportunities both indoors and outdoors within continuous provision alongside adult-led activities; these activities include phonics sessions and small group literacy activities. To support the teaching of phonics we use Essential Letters and Sounds (ELS). We encourage a love of books and children are encouraged to treat books with respect and are given many opportunities to enjoy books by themselves or with their peers and to listen to stories read by adults. Children in reception take home reading books every week that reflect the stage of their phonic development to share with

their parents/carers. Nursery children are encouraged to take a storybook home to share with their parents/carers.

*Mathematics* - Through practical activity, using number stories and rhymes and using manipulatives we aim to develop confidence in counting and a deep understanding of the numbers to ten, the relationship between them and the patterns within those numbers. Children are given the opportunity to learn about shape, space, position, pattern and measurement. To support the teaching of mathematics, we use 'Master the Curriculum'.

*Understanding the world* - All children are given opportunities to observe, reflect, investigate, solve problems and experiment. They will learn about living things, their local environment, the world around them and the people who are important to them and important members of society. These experiences will be enhanced by exploring a range of fiction and non-fiction books that will enrich children's vocabulary development and in turn support their understanding of the world around them.

*Expressive arts and design* - We provide regular opportunities for children to explore and play with a wide range of materials. They have opportunities to create prints, paintings, drawings, models, sculptures, dance, role-play and sing a variety of songs.

## **Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, EYFS plan and work together to ensure continuity and progression, providing age and stage-related activities to suit our children.

Staff 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, staff reflect on the interests of the child/ren and the different ways that children learn and include these in their practice. We also acknowledge the potential for learning in all activities that arise (many of which are unplanned) and respond to these opportunities as they arise; building on children's own discoveries, feelings of success, fun and enjoyment.

## **Teaching**

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

Children are taught in a variety of ways in their class groups: in whole class groups, small groups, pairs and individually. Children have the opportunity to move between the indoor and outdoor environments throughout the school day.

## **Outdoor Learning**

When outdoors, children will have access to learning experiences that reflect the opportunities indoors but on a larger scale: large physical play, mud kitchen, large scale sand and water play. When planning the outside environment, adults will consider what it should include and why (responding to children's changing interests and enthusiasm). Children will be supported by the adults through their interactions, to find solutions to problems, extending activities by making extra resources available, initiating and joining in with games, being aware of safety issues, observing, assessing and recording.

## **Safety Outdoors**

Daily checks will be made at the start of the day and then continually throughout the school day.

Staff will move around the area so that all areas are supervised and all learning opportunities are taken advantage of. Staff will be vigilant and never leave the area unless another member of staff has taken over supervision.

Children will be encouraged to wear the appropriate clothing for the weather for outdoor play.

Equipment (where appropriate) will be stored away carefully, to allow for safe and easy removal the next day.

## **5. Assessment**

At Woodbridge Primary School, ongoing assessment is an integral part of the learning and development process. 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. Observations are evaluated against the EYFS Development Matters statements and the Early Learning Goals (at the end of Reception), children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

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

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 and are 'on track' or
- not yet reaching expected levels 'not on track'.

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 that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Prior to children starting school in our Reception class, parents/Carers are invited to an induction evening at which they are given a taste of what life is like in the EYFS at Woodbridge Primary.

Parents and/or carers are kept up to date with their child's progress and development. There are two parent/carer consultations held throughout the year and parents/carers receive an end of year report. For Reception children this details their progress and attainment towards the ELGs. Parents are invited to join Class Dojo.

Each adult in the EYFS strives to meet the needs of each child in their care and respond positively to their feelings, talking to parents when appropriate and working in partnership with them to guide their child's learning at home. In Reception, the class teacher is the key person for all children supported by the teaching assistant. In the Nursery, children are supported by key persons.

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

We promote good oral health, as well as good health in general, in the early years by talking to children about:

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

### **Late child collection/non collection**

Under no circumstances should any child go home with anyone else unless prior arrangements have been made; the parent/carer has informed the school office and a password provided. These details are provided for Nursery children on their collections form.

If a parent/guardian is unavoidably delayed, they should contact the school office as soon as possible. The children will be cared for in our Willow Garden provision until they can get to the school.

If the parent/guardian has been unable to make contact with the school office then either the class teacher or a member of SLT will try to contact the parent/guardian to make arrangements for collection. If they are unobtainable then the emergency contact will be phoned.

Should a child not be collected and all contacts are unobtainable then the SLT will be informed and relevant agencies contacted.

The rest of 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 3 years.

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

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

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
Procedure for dealing with concerns and complaints	See Complaints Policy