

# Woodford Church of England Primary School

## Early Years Foundation Stage Policy

Date policy was written: February 2019

Date approved by the full Governing body: February 2019

Next review date: January 2020

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.”*

(Statutory Framework for the Early Years Foundation Stage,  
Department for Education, 2017)

The Early Years Foundation Stage runs from birth until the August after a child turns 5 years. At Woodford CE Primary school, our Reception children join us at the beginning of the school year in which they are five. We believe that the Foundation Stage plays a crucial role in securing the foundations to prepare children not only for later schooling, but also for early preparation for life.

At Woodford CE Primary, we aim to create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents, carers and others to meet their needs and help every child to reach their full potential.

With respect to this policy, the equality of all people will be respected.

### AIMS OF THE EYFS

The Early Years Foundation Stage is based upon four themes:

- **A Unique Child** ~ where every child constantly learning and can be resilient, capable, confident and self-assured
- **Positive Relationships** ~ children can learn to be strong and independent
- **Enabling Environments** ~ where children’s experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Learning and Development** ~ The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

### Principles into practice

As part of our practice we aim to:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and carers, and within the wider context.

- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult led and child-initiated, supported by the adult.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and out.

## A Unique Child

At Woodford CE Primary, we believe every child has the potential to achieve to the best of their ability. We recognise that children develop in individual ways, at varying rates. It is due to this that we observe each child's development and learning, assess progress and plan for next steps.

### **Inclusion**

In our school we value all of our children. 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, in line with enabling children to achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point and are also appropriately extended and accommodated. We achieve this by matching our expectations and planning with 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 appropriately. Where children are not on track to achieve end of stage expectations appropriate interventions will be put into place.

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
- Providing a wide range of opportunities to motivate and support and to help them learn effectively.
- Providing a safe and supportive learning environment where the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Ongoing assessment and monitoring children's progress, taking action to provide support as needed.

### ***Welfare***

"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 the Early Years Foundation Stage,  
Department for Education, 2017)

At Woodford CE Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017.

We understand that we are required to:

- promote the welfare of children;
- promote good health, preventing the spread of infection and taking appropriate action when children are ill;

- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- ensure that the premises, furniture and equipment is safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for safe

### **Positive Relationships**

Children joining our Foundation Stage have already learnt a great deal. Many have been to other settings or have been developing skills in the home environment. All members of staff work hard to develop supportive and caring relationships with both children and their families to help settle the children and ensure they feel safe and secure at school.

#### **Parents and Carers 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:

- Inviting all parents to an induction meeting during before their child starts school.
- Offering both parents and children opportunities to become familiar with in the Foundation Stage before starting school.
- Encouraging parents to talk to the teacher about their child’s progress and wellbeing, and making parents and carers feel welcome in school.
- Offering three parent/teacher consultation evenings through year.
- Parents receive a report on their child’s attainment/progress at the end of the school year.
- Having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child’s circumstances.
- Arranging for children to have a start the Foundation Stage on a gradual basis over the first two weeks of term.
- Seeking input from parents and carers on the assessment of children’s skills through our evaluation of the parent/carer information books completed on entry to the Foundation Stage and the comments received from parents on our written reports.
- Offering home visits to children who are new to the setting to develop relationships with both children and parents.

### **Enabling Environments**

#### **The Learning Environment**

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. We aim to create a rich and stimulating learning environment where children feel confident and challenged. There are areas where the children can be active, be quiet, creative and the children have daily access to an indoor and outdoor environment. The indoor rooms are set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS has its own enclosed outdoor area; the free flow between the inside and the outside has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant.

We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning. Continuous provision provides activities that build on and extend both the adult led-work carried out in structured sessions and their own interests. has a positive effect on children’s development and being outdoors offers opportunities for doing things in different ways and on different scales than when indoors regular. Regular observations ensure development and progress stem from a range of starting points, content that matches the needs of young children, and activities that provide opportunities for enhanced learning. Woodford CE Primary School adheres to the EYFS staffing ratios according to the children’s age.

**Learning and Development**

At Woodford CE Primary School, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

**Teaching and Learning Style**

Our policy on teaching and learning defines the features of effective teaching and learning in our school.

Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents.

There are seven areas of learning and development that must shape educational provision in Foundation Stage settings. 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. We will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Prime Areas:	Specific Areas:
<ul style="list-style-type: none"> <li>• Personal, Social and Emotional Development</li> <li>• Communication and Language</li> <li>• Physical Development</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Mathematics</li> <li>• Knowledge of the world</li> <li>• Expressive arts and design</li> </ul>

Characteristics of effective learning are relevant to all areas of learning and are encouraged through all activities.

Playing and exploring	Active learning	Creating and thinking critically
<i>“Children investigate and experience things, and ‘have a go’”</i>	<i>“Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements”</i>	<i>“Children have and develop their own ideas, make links between ideas, and develop strategies for doing things”</i>

(Statutory Framework for the Early Years Foundation Stage, Department for Education, 2017)

### **Playing and Exploring**

*“Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.”*

(Statutory Framework for the Early Years Foundation Stage, Department for Education, 2017)

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. Through play, our children explore and develop learning experiences. This helps them make sense of the world around them and their place in it. They practise and build up ideas, learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as independently. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations to aid them in developing coping mechanisms for challenges they face. Effective learning and teaching is supported through the understanding that staff have the knowledge of how children develop and learn, and how this must be reflected in their teaching. The range of approaches used provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.

### **Active learning**

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

### **Creating and thinking critically**

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classrooms both inside and outside to extend their learning.

## **Assessment**

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 various forms, including observations, more formal assessments. This involves the teacher and other adults as appropriate. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

On entry to the Foundation Stage, the teacher assesses the ability of each child and establishes a baseline assessment. This is recorded on the children's EYFS personal portfolio which has the Development Matters and Early Learning Goals set out in detail and in order of progression.

At Woodford CE Primary School, we use Tapestry to record the ongoing assessments made on a day to day basis that can be seen by parents via an email link to set up an account. This may contain observations, photos or videos that parents can view as well as the option for parents to attach observations from home. Regular data points across the year allow rigorous and accurate data to be used to inform planning to move individual children's learning on. These are also shared with parents at regular intervals throughout the year via reports or parent meetings. Statutory assessments are made when children are between 2 and 3 years old for the Progress check at 2 years old and the EYFS Profile made when children reach the end of the Reception Year.

### **Transition to Key Stage One**

At Woodford CE Primary School we believe in the importance of effective transition between year groups and Key Stages.

We plan for this by:

- Planning transition visits and projects to next classes.
- Ensuring effective hand over of pupil progress and records from teacher to teacher.
- Monitoring curriculum coverage across Key Stages.
- A gradual progression towards teaching strategies appropriate for older children over the Foundation Stage and Key Stage One.