



**Dream Believe Achieve**

# **Early Years Foundation Stage (EYFS) Policy**

<b>Policy Date:</b>	30 January, 2022
<b>Renewal Date:</b>	January, 2023
<b>Version Record</b>	V1 – 30012022

## **Vision Statement**

We aim for all the children and staff to achieve in a caring and safe environment by inspiring them to have **dreams** for themselves and others; supporting them to **believe** in themselves and others; and ultimately by helping them achieve and helping others to **achieve**.

## **Our Values**

We are the Whittlefield family. We are **committed** to making an **everlasting difference** to everyone we touch by believing that the '**sky is the limit**' and that anything is possible.

## **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

## **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](#).

## **Structure of the EYFS**

At Whittlefield Primary and Nursery School, our early years provision includes a 26 place Nursery for 3 and 4 year olds and a Reception class for 30 children.

## **Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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.

The prime areas are:

- 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

### **Planning**

Children learn in different ways. At Whittlefield, we ensure that every learning style is catered for. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. The three characteristics of effective teaching and learning are:

#### **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.

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 EYFS, we set realistic and challenging expectations that meet the needs of our children. 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 children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which 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.
- Monitoring children's progress and taking action to provide support as necessary. 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.

The EYFS classrooms are organised to allow children to explore and learn securely and safely, inclusive of all children. Adaptations are made for learners with additional SEND needs to ensure every child accesses a broad and rich curriculum. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classrooms have their own enclosed outdoor areas. This 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 time 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.

## **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 interactions. Our outdoor provision mirrors the opportunities available to the children in inside, offering a mix of adult-led and child-initiated learning.

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.

## **Assessment**

At Whittlefield, 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 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
- 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 (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.

## **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Whittlefield Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

Our equality statement sums this up perfectly; "We are the Whittlefield Family. Come as you are: we welcome and value the whole you and we understand that we all have a story. We are a community where you can feel safe, secure and able to flourish. Here our differences and diversity are celebrated."

## **Transition**

Key to ensuring high quality early years experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Whittlefield, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of Whittlefield attend.

## **Working in Partnership with Parents**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise that when parents and practitioners work together, the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent/carer in the child's education
- Listening to accounts of their child's development and any concerns they may have

- Making parents/carers feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Transition meetings for parents/carers
- Being flexible in arrangements for settling children in
- Meeting with parents regularly to discuss progress
- Parents/carers receive an interim report on progress and a detailed report on their child's attainment and progress at the end of each school year.
- Inviting them in to share their child's Learning Journal and see a range of work
- Including 'WOW Moments' with parents/carers contributions in the children's Learning Journals.
- Inviting parents to attend stay and play sessions, celebration assemblies, performances etc. throughout the year.
- Inviting parents in the school to share their specialised skills
- Through the use of Seesaw, which is a communication tool that allows staff and parents to communicate with one another about their child and is a great way of sharing what their child gets up to during the school day and keeps them informed of what is happening in school.

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

Each child in Nursery and Reception 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.

### **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." At Whittlefield Primary and Nursery School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2021.

It is important to us that all children in the 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.

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

### **Monitoring arrangements**

This policy will be reviewed and approved by our Early Years Lead, Natalie Sumner annually.

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