



WILDRIDINGS PRIMARY SCHOOL

Early Years Foundation Stage (EYFS) Policy

		Signature	Date
Headteacher	Mr Simon Cope		
On behalf of the Governing Body	Mrs Tracey Wright		

Version	
Reviewed by	Simon Cope
Approved by FGB	16 th July 2020
Next Review	June 2022

Wildridings EYFS Policy

Philosophy:

**“True learning – learning that is permanent and useful, that leads to intelligent action and further learning –can arise only out of the experience, interest, and concerns of the learner.”
John Holt**

At Wildridings Primary (and Nursery) School, we recognise the importance of Early Years education in providing the essential foundation for all future learning. We acknowledge that play is a powerful medium for learning and that children learn best through first-hand experience.

Aims:

In addition to the whole school aims and objectives, the Early Years at Wildridings aims to

- Provide a happy and secure learning environment (including outdoors) where children feel valued.
- Develop children’s resourcefulness, resilience and independence.
- Enable children space and time to learn through play.
- Deliver meaningful learning experiences which build on what children know, and can do.
- Develop the Characteristics of Effective Learning.
- Nurture children’s curiosity.
- Teach the skills, knowledge and attitudes needed to achieve the Early learning Goals by the end of Year R and prepare children for their future learning.

Objectives:

Key to a child’s success in the EYs and further schooling is a smooth and happy start to their school life. This is achieved in the following ways;

- Home visits when children start at Wildridings (in Nursery or Reception).
- A stay and play session for parents and children together so they can all become familiar with the setting and meet the EY team.
- A further stay and play session where children meet their specific teacher and, if they are ready, stay to play by themselves.
- Parents are invited to an informal talk to meet the head teacher, class teacher and Early Years team. The team leader discusses the induction process and the home-school partnership.
- A staggered entry if many children are all starting at once.
- A flexible time-table for those children needing more support with transitioning into school or if parents make their statutory choice for part-time hours.
- A visit to or contact with any other settings the child has attended ensuring we have the child’s current assessments, records and where applicable transfer form.
- A parent curriculum meeting in Sept to set out what is expected from their school phase.
- Parents are kept informed of how their children are settling by informal contact with the class teacher or other means as necessary.

Curriculum Content and Planning

Teaching (in the early years)is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. *Ofsted Early Years Inspection Handbook, August 2015*

In both Nursery and Reception the curriculum follows The Early Years Foundation Stage Framework including the Characteristics of Effective Learning. The curriculum is organised under seven Areas of Learning

Prime Areas:

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

Specific Areas:

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding of the World
- ❖ Expressive Arts and Design

While all areas of learning are taught there is an understanding that there needs to be a strong and solid foundation in the Prime Areas to allow children to fully develop in the others areas, meet age expected milestones and be ready to face the demands of the curriculum further up the school. Moderation is undertaken with KS1, in particular for Literacy and Maths to ensure a good transition to the National Curriculum.

Alongside the above areas the Characteristics of Effective Learning are developed;

Playing and exploring – engagement

- ❖ Finding out and exploring
- ❖ Playing with what they know
- ❖ Being willing to have a go

Active learning – motivation

- ❖ Being involved and concentrating
- ❖ Keeping trying
- ❖ Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- ❖ Having their own ideas
- ❖ Making links
- ❖ Choosing to do things

The Early Years Outcomes are used as a basis to plan our teaching interactions with the children whether these are instant teachable moments, objective-led small group work with an adult, whole class inputs or plans for the environment. We have a strong focus on developing children's ability to challenge themselves and access learning by developing their characteristics of effective learning. We have chosen specific ways to structure our day and curriculum in order to inspire and engage our children and to respond to the year on year trends in our data;

- Longer periods of uninterrupted teaching and learning time through play
- Discrete phonics teaching following the SoundsWrite program.
- Story Scribing (Helicopter Stories) and Talk for Writing elements to excite children about writing, reading and stories.
- White Rose Hub and Numberblocks (NCTEM) planning for Maths to foster independent mathematical thinking and allow children to develop a mastery of maths.
- Individual reading to accelerate reading progress and practise specific skills

- Whilst adult-led activities are planned for in advance using children's next steps as a guide a large part of our day is spent challenging the children and teaching them through first-hand, real life experiences. During this time the cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis. Activities that occur are recorded when the cycle is complete. We have focus children each week (approx. 10% of the cohort) and their individual observations, learning and next steps are evidenced on the child focus sheets We work in this way because '**...Young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skilful adult makes a difference. By using this cycle on a moment –by-moment basis, the adult will be always alert to individual children (observation),always thinking about what it tells us about the child's thinking (assessment), and always be ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment). National Strategies Document - Learning, Playing and Interacting p22-23 linked to the revised EYFS.**
- The development of specific skills is also planned into the curriculum through the design of our environment (continuous provision) provocations (enhanced provision) and adult-directed inputs to ensure we enable children to reach their full potential. Wherever possible they will be open-ended and skills based, not outcome based e.g children being able to choose their own designs or indeed what they create for Mother's day/ art work etc. They will be based on the EYFS Framework and objective-led linked to the children's current abilities and their next steps. The Early Years Outcomes act as our long term planning; we work towards children achieving the ELGs by the end of their time in our Early Years Foundation Stage. We supplement this with yearly overviews detailing talk for writing books to be taught and seasonal or cultural topics to be covered in order to ensure children are introduced to new experiences and explore the world around them.

The Role of the Adult

'Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.' EYFS, Supporting Learning 2.3

Here at Wildridings the well-being of our children is of upmost importance. Nurturing children and facilitating learning are the main focuses of adults in the Early Years. As a whole team, this is achieved through high quality observations and interactions. Our adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level.

All adults plan for teaching in the moment using the observation and assessment cycle. The focus children are given extra attention, but all the children are busy learning all the time in a planned for environment. The focus sheets and spontaneous planning sheets are an important record of the learning that has occurred. It is particularly important that the adults' input (teaching) is recorded. The symbol 'T' indicates 'adult'. The sustained shared thinking model is used and this language can be seen in observations signalling teaching input e.g 'T suggests... encourages...models'. These words can be found displayed in each classroom to prompt interactions.

We also, where appropriate, we use objective led planning to direct teaching towards specific skills and next steps on an individual child basis e.g maths alongside other adult-directed learning sessions such as phonics and reading. Planning for these is completed by the class teacher using assessment and feedback information from all adults (including parents).

A large focus of adult's interactions is developing language. This is achieved through introducing children to new vocabulary and using it within context of children's play as well as exposing the children to new experiences.

All adults within the setting use the 'Wildridings Adult Role Checklist' to ensure they are fulfilling their teaching and learning role to its fullest. This is displayed in each classroom.

Enabling Environment & Resources

We value a natural EY environment, child led and communication friendly however we try and cater for all learners. We have a workshop style environment with a wide range of well-resourced continuous provision that the children can access in order to independently support and enhance their learning. Every effort is made to ensure the resources are clearly labelled and stored so that children can make their own learning decisions.

On the basis of our observations, interactions and assessments this is changed and enhanced. This could be on a daily/ weekly basis which will be recorded on the enhanced provision planning sheet. Children's engagement in each area is monitored using the Leuven Scale of Well-Being & Involvement and areas are adapted to ensure high level learning opportunities are encouraged. Each term (starting after baseline) an environment map is completed taking into account our cohort data and the continuous environment is adapted if required.

Assessment

Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and monitor their progress.' *Ofsted Early Years Inspection Handbook, August 2015,*

Assessment is on-going and acted on in the moment as much as possible. All adults contribute to the spontaneous planning and enhanced provision sheets throughout the week. These identify what next steps were addressed or need to be met. Where possible photos are also taken and added to children's on-learning journeys. 'WOW' moments are also recorded for all children as and when they occur.

Information is shared with parents through on-going discussions during our open-door time, via the children's on-line learning journeys (Tapestry) which parents have access to whenever they would like, at parents' evenings, through any SEND meetings and in the final school report.

Just as all adults in school contribute to assessment information, so too do parents starting from the 'All About Me' forms they fill in before starting to all the learning information they put onto their child's on-line learning journeys (Tapestry) which provides a more rounded picture of each child's achievement.

Special Educational Needs and Disability (SEND)

Reference should be made to the whole school Special Educational Needs and Disability Policy. Further information on how to support children with Special Educational Needs or other extra support requirements can be found in 'Practice guidelines for the EYFS'.

Equal opportunities

All children regardless of gender, race, disability or economic background will be given equal access to all seven areas of the curriculum in both the outdoor and indoor environments. Reference should be made to the whole school Equality Policy.

Health and Safety

We take children's safety very seriously and part of our curriculum opportunities develop children's ability to risk assess situations, alongside adults, and learn to keep themselves safe including everything from using large scale apparatus in different but safe ways to putting on waterproof equipment if needed in the rain.

Regular checks of the equipment are carried out by staff, particularly of the small and large apparatus used in the outdoor classroom, to ensure it is safe for the children to use. Similarly, regular checks of the indoor and outdoor premises are carried out to ensure the children's safety at all times. The

outdoor classroom is fenced off and contained. The school gates are shut and locked during school hours. To ensure safety while working outside, there is always one adult (usually working with the children on a given task) but if the child ratio demands it, there are two. Further reference should be made to the whole school Health and Safety Policy.

Role of the Early Year's Co-ordinator

This involves:

- Responsibility for Early Years Provision:
 - by supporting staff and sharing ideas
 - attending Early Years groups to update staff on recent developments
 - identifying curriculum needs through monitoring, planning and discussion with staff.
 - Identifying staff training needs through performance management and helping with staff training.
- Ensuring plans fulfil the needs of children in order that all are making expected progress and most will achieve the Early Learning Goals by the end of the Foundation Stage.
- Ensuring the requirements of the EYFS are met.
- Liaising with Year 1 and Year 2 staff to ensure continuity and progression in planning for Key Stage One as a follow on from the Foundation Stage.
- Responsibility for the overall provision and upkeep of appropriate resources for the Early Years.
- Provision of and reviewing the Early Years Policy.
- Other areas of responsibility as highlighted in the School Development Plan and in the Early Years Leader's job profile.