

West Wittering Parochial C. E. Primary School

Enjoy, Achieve, Aspire



Early Years Foundation Stage Policy

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Chair of Governors Signature: Lorley Handford

EYFS Policy

Introduction

“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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(Statutory framework for the early years foundation stage, DFE, March 2017)

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At West Wittering Primary School children begin reception in the September following their fourth birthday. We believe that early childhood is the foundation on which children build the rest of their lives and at West Wittering Primary School we value the importance that the EYFS plays in laying secure foundations for future learning and development.

Aims and Objectives

We aim to support all children to become independent and collaborative learners. We will provide a broad, balanced and play-based curriculum that will enable each child to develop across the seven areas of learning and reach their full potential.

At West Wittering Primary School, we will:

- Provide a happy, safe, stimulating and challenging learning environment.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond by enabling choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and planning for their next steps.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

Teaching and Learning

The Early Years Foundation Stage is based on four themes:

1-A Unique Child- "Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured." (Development Matters, 2012)

At West Wittering Primary school we recognise that children develop in individual ways and 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. We value the diversity of individuals within the school and believe that every child matters. We encourage children to 'try their best' and planning is adapted to meet the needs of all groups and abilities.

At the Foundation Stage we set realistic and challenging expectations. We do this 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 learn effectively.
- Offering a safe and supportive learning environment in which the contribution of all children is valued.
- Monitoring children's progress and taking action to provide support by working closely with parents, carers and other outside agencies to ensure all children's needs are met.
- A range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.

2-Positive Relationships- "Children learn to be strong and independent through positive relationships." (Development Matters, 2012)

At West Wittering Primary school we aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents play a vital role in their child's education and we encourage this role through a broad range of activities and support. Some current examples include:

- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Arranging, where possible, visits by the teacher and teaching assistant to all children in their nursery setting prior to them starting school.
- Arranging a time to meet with the child's keyworker and going through the stages of development the child is currently at.
- Providing an introduction and information pack about Reception.
- Outlining the school's expectations in the Home-School agreement.
- Giving children the opportunity to spend time in the Reception Class for three induction visits before starting school.
- Sending a letter to every child during the summer holidays outlining what they will need for their first day and how much we are looking forward to meeting them!

- Asking parents to complete an 'All about me' book with their child to bring in and share with the class during their first week.
- Holding three parent consultations across the year to discuss how their child is getting on and providing parents with an individual education plan.
- Inviting parents to a 'Settling in' breakfast and meeting to discuss how your child has settled.
- Ensuring the parents come in to the classroom to drop off their child for the first half term and operating an open door policy for parents/carers with any queries or concerns.
- Written contact through the Home/School link books.
- A parent weekly is sent out every Monday morning to all parents informing them of the learning that will be taking place that week.
- Providing a 'Friday board' at the end of the day showing photographs of what the children have been up to that week.
- Sharing the learning journey overviews, long term planning, photographs and information on the school website.
- Sending home a phonics pack with information on how phonics is taught at West Wittering and the games and activities that parents can do at home to support their child's learning.
- Sending home 'Wow slips' to enable parents to record achievements from home that can be shared in school.
- A written report at the end of the year which provides information on all the early learning goals and characteristics of effective learning.
- Offering parents opportunities to volunteer with reading, educational visits and Beach schools.

The staff at West Wittering Primary school work hard to quickly establish positive relationships with the children. As we are a small school it is possible for all members of staff and children in the older classes to get to know the new children and support them to learn the new routines.

3-Enabling Environments- "Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioner's parents and carers." (Development Matters, 2012)

At West Wittering Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set

up with planned continuous provision. We are also a Beach school and the children in Reception are given plenty of opportunities to explore the local environment. Play-based learning is paramount and the children have daily opportunities to direct their own learning. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly. Adults will support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions.

4-Learning and Development- "Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities." (Development Matters, 2012).

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. There is a balance of adult led and child initiated activities in order for most children to reach the stages required at the end of EYFS. 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.

The three **Prime areas** are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

Children's development stages are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas. However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child. Reception pupils also participate in a daily phonics sessions, following the guidance in the Letters and Sounds document and Jolly Phonics.

Characteristics of Effective Learning - We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

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

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

Planning - The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The learning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based around a learning journey with phonics, maths, writing and reading directed teaching. Our medium-term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and also for those working towards National Curriculum levels. We use observations as the basis for planning and to identify children's achievements, interests and next steps for learning. These observations then lead the direction of the planning. Observations are recorded in the children's Learning Journeys.

Assessment (taken from West Wittering assessment policy) – On entry to Reception a baseline assessment is carried out for every child. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. Throughout the year the children are measured against the age/stage of learning using the document 'Development matters' across all seven areas of learning. This is a non-statutory guidance which supports teachers to implement the requirements of the Statutory Framework for the EYFS. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development. The development statements and their order are not necessary steps for every child and should not be used as checklists. Judgements are made on the basis of cumulative observational evidence recorded over the course of the year. At the end of the Reception year every child is assessed against the 17 Early Learning Goals (ELG) and a decision is made as to whether their development within each ELG is either 'emerging-1', 'expected-2' or 'exceeding-3' using a 'best-fit' approach. This information is communicated to parents and the local authority. The children's 'Good level of development' (GLD) is also tracked throughout the year and each child will either achieve GLD or not by the

end of the year. Achieving GLD consists of being 'expected' across the first 12 ELGs (this excludes 'Expressive arts and design' and 'Understanding the world').

Starting in Key Stage 1 (Year 1) – Some of the children will remain in Willow class as it is a mixed YR/1 class and some of the children will join Birch class a mixed Y1/2 class. Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1/2 children. Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term.

Safeguarding and Welfare

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

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- Promote good health.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for.

Keeping Safe - 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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children (See West Wittering's Child Protection Policy). **Good Health** - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times. **Intimate Care** - Depending on a child's age and stage of development, they may need some support, for example dressing and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child (See West Wittering's intimate care policy).

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Head teacher and EYFS co-ordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule. We also attend regular locality moderation meetings for the EYFS where we are able to moderate work across the local schools.