

# Early Years Foundation Stage (EYFS) policy

Whiston Willis Primary Academy



<b>Approved by:</b>	Leanne Halsall	<b>Date:</b> 14.09.2020
<b>Last reviewed on:</b>	14.09.2020	
<b>Next review due by:</b>	14.09.2021	

# Contents

1. Aims .....	2
2. Legislation.....	2
3. Structure of the EYFS.....	3
4. Curriculum.....	3
5. Assessment .....	5
6. Working with parents .....	5
7. Safeguarding and welfare procedures .....	6
8. Monitoring arrangements.....	6
Appendix 1. List of statutory policies and procedures for the EYFS	

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## 1. Aims

This policy aims to ensure:

- That children access a curriculum that is broad and balanced and that gives them the extensive range of knowledge and skills needed to make good progress through school and life
- Quality and consistency in teaching and learning through effective pedagogy so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with 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:

[2017 statutory framework for the Early Years Foundation Stage \(EYFS\).](#)

[Early years foundation stage profile: 2020 handbook](#)

This document also complies with our funding agreement and articles of association.

### 3. Structure of the EYFS

At Whiston Willis our provision consists of one nursery setting which offers 15 hours to our three year old children and two reception classes for our school starters. We offer 3 hour sessions each morning for nursery and full time education within reception classes. We also offer a wrap-around care offering a breakfast club 7.45am -8.45am and afterschool club 3.00pm 5.30pm

### 4. Curriculum

The Early Years Foundation Stage (EYFS) will be marked by excellence, enjoyment, learning and fun. Our intention is to develop quality and consistency in the provision of education and welfare for the children in this school. Our aim is that all Whiston Willis children will experience excellent provision and will enjoy their time in the EYFS. We offer a coherent, sequenced curriculum throughout our EYFS that enables our children to develop the necessary skills to be successful in their future learning.

**We commit to:**

Offering a safe, happy place where everyone is known and valued, and where differing needs are acknowledged, accepted and met.

Encouraging each child to be independent and develop a sense of responsibility for themselves and respect for others.

Providing a stimulating, carefully sequenced curriculum that will engage children, develop curiosity and cultural capital, preparing them both socially and academically for the next step in their learning journey.

Developing a positive attitude to learning that will support them through life.

Developing confidence and self –regulation skills.

Valuing and incorporating all aspects of children’s lives, building a strong partnership with families and the wider community.

[Our early years setting follows the standards for learning as outlined in the 2017 statutory framework of the EYFS.](#)

[From September 2020 we have amended our EYFS policy as Early Adopters of the new Development Matters curriculum guidance set out in the Early Years Foundation Stage Profile: 2020 handbook](#)

The EYFS profile summarises and describes children’s attainment at the end of the EYFS. This framework sets out;

**The three prime areas of learning that underpin everything in the early years:**

- Communication and language
- Physical development
- Personal, social and emotional development

**The four specific areas that help children to strengthen and apply the prime areas:**

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

All of those areas of learning are connected together. The characteristics of effective teaching and learning weave through them all. As children in the early years are becoming more powerful learners and thinkers, these characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators.

## 4.1 Planning

**At Whiston Willis Primary Academy we ensure all children;**

- have opportunity to learn through high-quality, well-organised and stimulating indoor and outdoor learning environments;
- have a quality education that is integrated with quality care;
- are able to enjoy early learning as part of a lifelong process;
- have a learning experience that fully involves their parent/carer and provides opportunities for them to learn and develop together;
- develop strong self-esteem and motivation;
- spend their time with professional, caring staff who are early years trained and who frequently and critically examine their own practice in order to improve;
- have teachers and support staff who undertake frequent training and development;
- have equality of opportunity;
- have access to learning opportunities that are based upon on-going assessment of what they already know and can do;
- have their different needs respected and planned for;
- develop as active learners and creative and critical thinkers
- grow in confidence
- Establish successful relationships with adults and peers.

We intend that this philosophy be reflected in the standards, quality and efficiency of our provision for children and adults and through the learning environments, which we provide.

High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly by staff. All children promptly receive any extra help they need, so they can progress well in their learning.

Within nursery and reception, a coherent, sequenced curriculum has been developed which covers all seven areas of learning and offers a holistic approach to developing the whole child. Planning ensures every child develops their language skill, it is carefully sequenced to help children build their learning over time and learning is often driven by children's interest and is flexible. Staff have carefully developed learning opportunities which allow the children to develop skills which will lead to future success. Working carefully with subject leads the children are offered a wide range of learning opportunities, covering all seven areas of learning set out in Development Matters.

## 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a hybrid of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. All children have access to first-hand, practical experiences based upon play, communication and exploration of activities. All teachers and support staff contribute to curriculum planning that meets curriculum requirements for the Early Years Foundation Stage. Staff plan high quality learning and teaching experiences for each day with a specific learning focus, which target specific children. Staff are deployed in an area or activity and others are used in a more flexible role – supporting child-initiated learning.

For further information please look at the curriculum offer on our webpage.

The children in Nursery will be challenged to work in teams in various situations during small parallel teaching groups, through group work within provision, indoors and out. They will be encouraged to listen to others ideas, sharing their own ideas and maintaining attention and concentration on particular tasks. Across the foundation stage, there will be a focus on speech and language development and children will be provided with opportunities and activities from our Wellcomm Tool kit. High quality interactions and texts will also support this. Children within nursery will quickly start with texts to promote talk for writing skills and follow our NTCEM strands of maths .There will be many other knowledge rich learning opportunities which are sequenced to promote embedded learning. We encourage children to think about and reflect upon their learning and develop their autonomy, decision-making, self-discipline, involvement, independence and emotional well-being.

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.

Within Reception the children will be learning rules and routines from our adult led sessions– discussing current topics and interests. We will Introduce talk partners for collaborative learning. We will recap Phase One phonics – daily listening, rhyming, alliteration, blending and segmenting activities and introduce how to become a Storyteller. The children will start Read, Write, and develop reading and writing skills. The children follow The Literacy Tree High quality texts within reception and follow our NTCEM maths strands. There will be carefully sequenced high quality, knowledge rich opportunities which will allow for embedded learning and the retrieval of skills. This is to prepare children for their next stage of learning.

All children will enjoy planned learning and teaching opportunities through free-flow play, talk, investigation and problem-solving, first-hand experiences, games and group activities.

## 5. Assessment

At Whiston Willis, ongoing assessment is an integral part of the learning and development processes. We fully understand that effective assessment requires practitioners to understand child development and need to be clear about what they want children to know and be able to do. Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of attainment in more than one area of learning. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and ensure children are always challenged. Practitioners also take into account observations shared by parents and/or carers. Progress is monitored regularly and Insight Tracker is used to collate data along with regular pupil progress meetings which are used to identify children in need of additional support. However our day to day formative assessment strategies ensures that our assessment procedures do not take practitioners away from the children for long periods of time. Parents are invited to parents evening and have opportunities during stay and play sessions to discuss progress.

Within nursery staff review the children's progress regularly and offer parents half termly opportunities to review their child's progress within school. Parents also receive a summary of the child's development in all areas of learning and development. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

When compiling the profile at the end of EYFS, practitioners will review the evidence gathered in order to make a judgement for each child and for each ELG.

The judgement will say whether the child's learning and development is:

- Best described by the level of development expected at the end of the EYFS ('expected')
- Not yet at the level of development expected at the end of the EYFS ('emerging')
- Beyond the level of development expected at the end of the EYFS ('exceeding')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

## **6. Transition to Year 1**

At Whiston Willis practitioners and year 1 teacher's work together to ensure that a child's transition between the EYFS and year 1 is seamless. Early years practitioners make sure children's experiences in the final year of the EYFS are valuable in themselves, and prepare the ground for year 1. We recognise the importance of successful transition and ensure that year 1 builds on the successful principles and approach encapsulated in the EYFS.

## **7. Partnership with parents**

At Whiston Willis we encourage and support open dialogue and mutual respect with parents/carers. We share with parents/carers information about their child's learning, development, health and welfare on an ongoing and confidential basis. This can be undertaken through daily contact, termly reviews and 'parent/carer meetings' (including prior to transition to primary school reception class). Staff participate in home visits to support children transitioning into nursery.

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. 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. We encourage all parents to chat, play and read with their children at home.

Each child 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.

## **8. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **9. Monitoring arrangements**

This policy will be reviewed and approved by Mrs Leanne Halsall Early Years Lead every year.

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