



Westwood with Iford School
Early Years Foundation Stage Policy

Date: July 2019

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Every child deserves the best possible start in life to support them to fulfill their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage is the framework that provides that assurance. It gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us, part time, at the beginning of the school year in which they are five. They begin attending school full time at the start of the second term.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Westwood With Iford School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. 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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

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

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 achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities or medical conditions, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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, rich 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.

It is important to us that all children in the school are safe. We will 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 will protect the physical and psychological wellbeing of all children. (See Whole School Safeguarding Policy)

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."

At Westwood With Iford 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 2014. 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 efficient management of the setting and to meet the needs of the children.

We will meet all these requirements.

Positive Relationships

At Westwood With Iford School we recognise that children learn to be strong independent learners from secure relationships. We will develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school;
- Providing opportunities for children and their parents to spend time with the class teacher and teaching assistant before starting school during 'Come and play' afternoons and by attending induction sessions;
- Inviting all parents to an induction meeting during the term before their child starts school;
- Offering parents regular opportunities to talk about their child's progress in our reception class.
- Encouraging parents to talk to the child's teacher if there are any concerns or to use the school's HASP (Home and School Partnership) Book to contact school staff.. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents.
- Encouraging parents to contribute to their child's learning.

All staff involved with the EYFS will develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts as a 'Key Person' to all children in the EYFS, supported by a Teaching Assistant.

We have good links with [preschools] and the EYFS teacher meets with staff to discuss new intake children. Where children continue to attend preschool provision, while only attending school part time, we will ensure continuity and coherence by sharing information about the children's achievements.

Enabling Environments

At Westwood With Iford School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's starting points. Children have opportunities to learn and develop both indoors and outdoors and the provision is regularly added to in order to ensure it remains challenging and that levels of involvement within provision areas remain high.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans, which are based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in the children's individual 'Learning Journey' folders and using our Tapestry software. They also contain information provided by parents. Our Learning Journeys reflect the unique child and document key milestones in children's learning.

At Westwood With Iford School we use the Development Matters guidance to move children on in their learning and to make best fit summative judgments three times a year. This

enables us to see if progress is even across all areas, or if there are any areas where progress is more or less than expected. We make an end of year judgement using the EYFS Profile. Each child's level of development is recorded against the 17 Early Learning Goals and a short written commentary is completed about the child's characteristics of effective learning. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and their learning characteristics. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher. This information is also shared with year one colleagues so that they can plan an effective, responsive and appropriate curriculum at the beginning of year one.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classroom has its own enclosed outdoor area. 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 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 7 areas of learning and development.

Learning and Development

At Westwood With Iford 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. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. 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;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Play

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest cognitive level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and 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 learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

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.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

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 classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

The prime areas:

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

And the specific areas:

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

The prime areas underpin the specific areas.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. Sean Wyartt is a named Governor responsible for the EYFS. This governor will discuss EYFS

practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.
The Head teacher will carry out monitoring on the EYFS as part of the whole school monitoring schedule.