

WOODLANDS PRIMARY SCHOOL



EARLY YEARS FOUNDATION STAGE POLICY

Updated: September 2023

Review Date: September 2025

WOODLANDS PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

INTRODUCTION

At Woodlands Primary School we are committed to meeting the individual needs of all children. The welfare of the children is central to our provision of care, learning and play. All children are respected and valued and we provide experiences to support their physical, social, emotional and intellectual development within a warm, caring and secure environment.

Through carefully planned activities, play opportunities and interactions, we promote children's self-esteem and support the development of skills, knowledge and understanding. Children are encouraged and supported to make choices and decisions as active learners. Their progress is monitored regularly in order to ensure that individual needs are identified and provided for, and all children are challenged to make progress.

The welfare, learning and development requirements for our younger children, those who are five years and under are set out in the Early Years Foundation Stage Framework. This policy document outlines the understanding, commitment and implementation of the Early Years Foundation Stage Framework in our vision and practice at Woodlands Primary School.

EYFS Reforms

At Woodlands Primary School we follow all statutory guidance and the core principles of the EYFS are established through the overarching principles and the characteristics of effective learning; this is at the forefront of our EYFS curriculum plan.

Our curriculum, and the foundations of our school, is built upon the core tenets of respect, resilience, empathy, self-awareness, passion for learning (botherdness), excellence, communication and teamwork and as such we promote these values across the EYFS.

At Woodlands Primary School we provide a broad and rich curriculum which promotes a love of learning, personal growth and development through a balance of skills and knowledge.

OUR EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At Woodlands Primary School, children can join us from the age of two in Squirrels nursery, from the age of three in Foxes pre-school or in Reception at the beginning of the school year in which they are five. We recognise the EYFS as an important phase of a child's life as it lays out a secure foundation and prepares children for future learning.

EARLY YEARS FOUNDATION STAGE OBJECTIVES

The Early Years Foundation Stage at Woodlands Primary School aims to:

- Set high standards for education, care and welfare
- Build upon what children already know and can do
- Challenge children and set high expectations for learning
- Develop each child's individual knowledge, skills and enjoyment in the prime and specific areas of Learning and Development
- Provide for equality of opportunity to ensure that no child is excluded, disadvantaged or left behind
- Ensure that children with educational/ emotional/ behavioural / care needs are identified early and necessary action and support is given
- Provide a rich learning environment inside and out
- Establish good partnerships with parents and carers, where they feel valued and able to contribute to and participate in school life
- Ensure every child achieve the 'Every Child Matters' outcomes, in that every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.
- Build strong and effective partnerships with other professionals, outside agencies and settings
- Establish effective strategies for teaching, planning, observation and assessment

These aims link well to our whole school ethos of being 'Ready, Respectful and Safe'.

OUR EYFS VALUES

The EYFS principles which guide our work are grouped into four distinct but complementary themes:

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

A UNIQUE CHILD

At Woodlands Primary 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, at varying rates. We use praise and encourage children to develop a positive attitude to learning. It is important to us that all children in the school feel 'safe'. We aim to educate children on boundaries, rules and limits to help them understand how to keep safe. We provide children with choices to develop this important life skill. Children are given opportunities to take risks, but need to be taught how to recognise and avoid hazards.

POSITIVE RELATIONSHIPS

At Woodlands Primary School we recognise that children learn to be strong and independent from secure relationships. All staff involved with the EYFS aim to develop caring, respectful and professional relationships with all children, interacting positively with them and taking time to listen to them. In our 2-year old and 3-year old provisions, each child is allocated a key person who will get to know them and their families. In Reception all staff work closely with the children and their families across the cohort, but a named teacher takes responsibility for a class of Reception children, supported by TA's within the department.

ENABLING ENVIRONMENTS

At Woodlands Primary 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. We then plan challenging but achievable activities and experiences to extend the children's learning. Our EYFS classrooms are organised to allow children to explore and learn securely and safely, where they are able to find and locate equipment and resources independently. Children can move freely between the areas and interact with a wide range of adults and peers. There are areas where the children can be active or quiet and reflect on their learning. The outdoor environment offers opportunities for doing things in different ways and on a larger scale. It offers the children a chance to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that support the children to develop in all areas of learning. The outdoor area is in fact another classroom which is set up to extend and further support learning opportunities.

LEARNING AND DEVELOPMENT

At Woodlands Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development and understand that they are inter-connected. Play underpins the delivery of the Early Years Foundation Stage curriculum. Through play, children explore and develop learning experiences that help them make sense of the world. Children will be given the opportunity to practice and build up ideas, learn how to control themselves and understand the need for rules. Children will be encouraged to think creatively alongside other children as well as on their own. The children will build confidence in communicating with others as they investigate and solve problems and the children will be given opportunities to risk take and express fears in controlled and safe situations. Children will be involved in both group and individual play, some initiated by adults, some by themselves.

TEACHING AND LEARNING

STRATEGIES

At Woodlands Primary School we meet the needs of children within the Early Years Foundation Stage by:

- Planning opportunities that build upon and extend children's knowledge, skills and interests developing their self-esteem and confidence
- Using a wide range of teaching strategies which are responsive to children's unique learning needs
- Providing a wide range of opportunities to motivate and support children, helping them to learn effectively
- Providing a safe and supportive learning environment in which the contributions of all children are valued and where children are encouraged to work and play independently and cooperatively
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Monitoring children's progress and identifying future learning needs of children through rigorous assessment processes. These involve all staff who complete observations which are regularly shared with parents
- Supporting the training needs of staff working within the Early Years Foundation Stage

AREAS OF LEARNING

A carefully planned curriculum supports children to work towards achieving the Early Learning Goals across the prime and specific areas of learning and development. The prime areas are fundamental and work together, running through and supporting children's development in all other areas. The prime areas are:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

The specific areas include essential knowledge and skills that children need to participate successfully in society. The specific areas grow out of the prime areas and provide important contexts for learning. The specific areas are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

These areas of learning work in harmony to foster effective learning characteristics. We strive to provide challenging and interesting opportunities for children to play and explore, be actively involved in their own learning and think critically. Often the experiences planned will enable our children to develop a number of competencies, skills and concepts across several areas of learning at once.

PLANNING

At Woodlands Primary School all staff working within the EYFS are involved in the planning process. Teachers plan as a team, sharing ideas and knowledge to ensure a consistent approach across all classes with appropriate support and challenge. Planning is completed on a weekly basis and details the learning intentions, personalised experiences and supportive resources. A range of child initiated, adult directed and adult supported experiences are planned for both indoors and outdoors.

Ongoing observational assessments are used to inform the planning of challenging play-based learning opportunities which support our children's continuous development. The planning references all areas of learning, using the 'Development Matters in the EYFS' guidance material. 'Focused Learning Intentions' are identified which address gaps in children's knowledge and understanding. These are then taught explicitly through adult led activities and followed by opportunities for the children to consolidate their learning through play and enhanced continuous provision areas of learning within the setting.

SPECIAL EDUCATIONAL NEEDS AND INCLUSION

All children at Woodlands Primary School matter and have equal access to the EYFS. Each child is given the opportunity to achieve their best. We therefore strive to plan a curriculum that will meet the needs of children with special educational or behavioural needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, and different ethnic groups.

Specific individual and group tasks are planned to extend children's knowledge and skills in all areas, in particular the area where they display a specific interest.

RESOURCES

All resources for the teaching of the EYFS are well maintained, age appropriate and linked to the children's interests and learning needs.

WELFARE STANDARDS

At Woodlands Primary School we understand that we are legally required to comply with welfare requirements as outlined in the Statutory Framework for Early Years Foundation Stage. We do this by:

- Promoting the welfare of children
- Promoting good health, preventing the spread of infection and taking appropriate action when children are ill
- Managing behaviour effectively in a manner that is appropriate for the children's stage of development and individual needs
- Ensuring all adults who look after the children are suitable to do so
- Ensuring that the premises, furniture and equipment are safe, secure and fit for purpose through risk assessments of the area and reporting of potential hazards
- Ensuring that every child receives enjoyable and challenging learning experiences tailored to meet their needs
- Maintaining records, policies and procedures required for safe, efficient management of the EYFS and to meet the needs of the children

REPORTING TO PARENTS

Feedback to parents in the EYFS is as follows:

Term	EYFS Feedback for Parents
Autumn 1	R: Parent-Teacher Meetings: Characteristics of Effective Learning
Autumn Term 2	R: Phonics / Reading Workshop for Parents
Spring Term 1	N: Parent-Teacher Meetings - Share progress R: Parent – Teacher Mathematics Information Workshop
Spring Term 2	R: Parent-Teacher Meetings – Share progress
Summer Term 2	N: Stay and Play for new Nursery and transition discussions N & R: Annual reports

TRANSITION

At Woodlands Primary School we have a highly effective transition program. Children have many opportunities to work alongside children and staff across EYFS and KS1. All children who are due to start in our EYFS settings are invited to attend 'transition days' or 'taster sessions' as part of the transition process. Children from other settings are invited to attend these sessions with their parents. Our September intake is phased to support a smooth transition into our school. Effective transition ensures that children come to school feeling safe and ready to learn.

