

WEXHAM COURT PRIMARY SCHOOL

Early Years Foundation Stage Policy

2018 - 2021



Date Approved: Autumn 2018

Date for Review: Autumn 2021

Responsibility: Full Governing Body

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. This policy outlines the purpose, nature and management of the Early Years Foundation stage at Wexham Court Primary school.

The EYFS is based upon four principles:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **children develop and learn in different ways and at different rates.**

'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.'

'The Statutory Framework for the Early Years Foundation Stage.' DfE March 2014).

A Unique Child

At Wexham Court Primary school, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. In EYFS, children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children are introduced to a growth mindset through learning they can always be successful with practice and effort. The children are taught how to learn and how to become successful learners.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Wexham Court Primary school, are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge through meaningful child initiated activities and adult directed learning.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations and 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 through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. We provide children with opportunities to help them develop the skills they need to keep themselves safe including staying safe digitally. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

Positive Relationships

At Wexham Court Primary school, we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise the important role parents play in educating the children. We do this by:

- talking to parents about their child before their child starts our school;
- We carry out home visits to families where children and
- inviting the children to spend time, with their teacher in the classroom before starting at school;
- inviting all parents to an induction meeting during the term before their child starts school;
- encouraging parents to attend parent meetings in the first two terms to discuss their child's progress;
- providing parents with a written report on their child's attainment and progress at the end of each school year;
- encouraging parents to contribute observations on learning books;
- sharing our approach to reading;
- inviting parents to a curriculum meetings

We establish positive relationships with children using a keyworker system which enable children Staff to be the assigned person for the child to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling Environments

At Wexham Court Primary School we recognise that the environment plays a key role in supporting and extending the children's development. We recognise that young children learn best through when they are active. We understand that active learning involves other people, objects, ideas and events that engage and

involve children for sustained periods. Learning is developed best when children are enabled by a rich continuous environment both indoors and outdoors, which is zoned to encourage and foster good quality learning which aids creative and critical thinking. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. Practitioners use their observations to plan and provide experiences to foster learning in both adult led activities as well as enriching the environment to scaffold children's play. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts.

Assessment and Record Keeping

On-going assessment is an essential aspect of the effective running of the EYFS setting at Wexham Court Primary School. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners use observations to support their developing knowledge of individual children and to provide for next steps. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress. Learning books are an online journal used to record children's progress over the academic year in all areas of learning and development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations. There is continuous monitoring and assessment of each child's development using Early Years outcomes (2013) on school pupil tracker (the school assessment tracker) which is updated at least once each half term to track individual progress.

At the end of the year the practitioners use the EYFS profile to provide a summative assessment of children's learning and development and this is recorded as 'emerging', 'expected' or 'exceeding' in the 17 early learning goals (ELGS) see appendix 1, which provides a summary of every child's development and learning achievements. The summative assessment is carefully moderated and is aimed to inform the Yr1 teachers in order for them to provide for the children's learning. Any exceeding assessments must be moderated with Year one practitioners as good practice.

Learning and Development

At Wexham Court Primary 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 interconnected. The children have time and freedom to become deeply involved in the activities and their learning. The EYFS is made up of six areas of learning:

PRIME AREAS

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

SPECIFIC AREAS

- Literacy
- Mathematics

- Understanding the World
- Expressive Arts and Design

Play

At Wexham Court Primary school we view play as an essential and rich part of children's learning process, supporting them in all areas of development. It can provide multiple ways for children to learn a variety of different skills and concepts. Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model vocabulary and learning and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practise and build up ideas learning 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.

Safeguarding

As we stated above, the early years foundation framework also contains requirements of the standard of provision and facilities for the children. These are also subject to Ofsted scrutiny and inspection. We fully comply with these requirements, as outlined below.

Staff

All our staff are fully qualified to carry out the role assigned to them. We are especially careful to ensure that we have sufficient staff with the appropriate qualifications to meet the statutory child to staff ratios for each age group. All staff have enhanced disclosure and barring service (DBS) clearance and are fully trained in our safeguarding policy and procedures. Each child has a named key person whose role is to ensure that every child's care is tailored to meet their individual needs and to offer a settled relationship for the child as well as keeping regular contact with parents /carers. We follow exactly the DFE regulations concerning the ratio of staff to children and the level of qualifications required. Staff are appropriately trained to deliver first aid as and when required.

Premises

Our premises and equipment are organised in a way that meet the needs of pupils and in particular provide maximum possible access for children with disabilities. We offer statutory levels of provision for outdoor play. Toilet and nappy changing facilities are more than adequate for the numbers of children in the school. We have a special room where staff and parents can talk in privacy. Staff carryout a risk assessment to ensure the EYFS site is safe. Please see appendix 1

Child protection

Our practice is fully in line with the guidance and procedures of the Local Safeguarding Board. We also follow all the statutory guidance contained in the DFE document 'Working together to safeguard children'.

- All our staff are carefully selected and have obtained an enhanced criminal records disclosure.
- All members of staff have the appropriate qualifications, training, support and skills, including First Aid and Safeguarding.

- A member of our staff is designated to take lead responsibility for safeguarding the children in our care.
- All our staff are trained to identify safeguarding issues when they arise and will respond in a timely and appropriate way and have at the very least received level 1 child protection training.

This policy links to our policies on:

SEND

Equal Opportunities

First Aid

This is a true version signed by:

Mr J. Reekie – Chair of Governors

Signed:

Dated:

Miss N. Mehat – Head Teacher

Signed:

Dated: