

Early Years Foundation Stage Policy



WILLINGTON PRIMARY SCHOOL

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning 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 2021 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

The EYFS at Willington Primary school consists of two classes Nursery and Reception.

Children can start nursery in the term of their third birthday if they are eligible for a golden ticket.

We provide 15-hour sessions for all children the term after their third birthday.

In addition to this we also provide the 30hour extended offer for children who are eligible.

Nursery sessions can be : 5 mornings
 5 afternoons
 2 ½ days Monday, Tuesday, Wednesday am or
 2 ½ days Wednesday pm, Thursday, Friday.

Sessions for the 30-hour extended offer are- 9 am till 3pm Monday to Friday.

Children move into Reception class the September after their fourth birthday.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. Planning is based around key skills that children need to fully succeed across the EYFS.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Planning is based upon themes and core texts with discrete phonics, maths and literacy teaching on a daily basis. Children are challenged within the learning environment through the use of gap teaching and skill-based challenges where practitioners can guide children through their next steps of learning.

Enhancements are added to the learning environment which suitably challenge all groups of children and allow them to practice the skills that they have learnt through direct teaching.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Children are challenged within the learning environment both indoors and outdoors through the use of spontaneous planning where practitioners can guide children through their next steps of learning within the familiar environment.

Gap teaching ensures that children who do not meet the objectives during adult led sessions get time to revisit these key skills within provision this might be on a 1:1 basis or a small group.

Adults give children time to practice the skills that they have learnt within the environment at their own pace.

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.

5. Assessment

At Willington primary school, ongoing assessment is an integral part of the learning and development processes. Staff use a variety of methods to observe pupils to identify their level of achievement, interests

and learning styles. These observations are used to shape future planning. Practitioners also consider observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) within the Early Years team to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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.

Parents are encouraged to take an active part in their child's learning and assessment. Regular stay and play sessions allow parents to observe and interact with their child in the school environment. These also provide an informal opportunity for parents to discuss their child's progress with staff members within the setting.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of a balanced diet
- The importance of being active.
- The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Elizabeth Britton EYFS leader every 3 years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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