

West Park

Early Years Foundation Stage Policy



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| Approved by: | Curriculum committee | Date: 08/02/2024 |
| Last reviewed on: | 08/02/2024 | |
| Next review due by: | 08/02 /2026 | |

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the 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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the Early years foundation stage statutory framework.

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

Structure of Early Years Foundation Stage

The Foundation Stage comprises of one Nursery class with provision for morning and afternoon children and one Reception class.

Curriculum

The Early Years Foundation Stage applies to children from birth to the end of Reception. Our Early Years (EYFS) practice is guided by Development Matters, and we adhere to the EYFS statutory framework. The four guiding principles of this framework are as follows:

- A unique child
- Positive relationships
- Enabling environments with teaching and support from adults
- Learning and Development

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

Our curriculum enables us:

- To embrace the themes, principles, and commitments of the Early Years Foundation Stage and the seven areas of learning in the Early Years Foundation Stage
- To provide a happy, secure, stimulating, and challenging environment whilst supporting a child's wellbeing.
- To provide opportunities for children to make choices which will facilitate independent learning, creative thinking and enable them to become confident learners.
- To provide opportunities for children to develop their communication, linguistic, investigative, and problem-solving skills through quality interactions with adults and other children.
- To promote children's imagination in play through stimulating resources and learning opportunities within the indoor and outdoor environments.
- To provide quality firsthand, play based learning experiences that are well planned and contain an appropriate balance between different types of play, permeating all aspects of the curriculum.
- To provide a range and balance of child initiated, adult initiated and adult focused learning opportunities both indoors and outdoors.
- To provide a smooth transition between the Early Years Foundation Stage and Key Stage 1 – Year 1.

Our curriculum reflects the needs, experiences, and interests of our children. We have developed a curriculum that supports the uniqueness of our children and their broad cultural and social backgrounds. Opportunities for learning are provided through first hand experiences through play within our continuous provision as well as more adult lead focused opportunities.

We aim for our children to gain a love of learning and become confident and independent learners. Through our bespoke phonics scheme children are given the foundations to succeed and become confident early readers. This journey begins in Nursery with our Phase 1 phonics groups. In turn through our Scribble Club in Nursery and Drawing Club in Reception our children become confident mark makers and keen writers. Our maths mastery approach in mathematics encourages children to have a real sense of number and demonstrate a deep understanding of early math's skills such as subitising.

Early Years Provision

Teaching can only have an impact when a child feels happy and safe. Wellbeing is fundamental for our children in Early Years. In accordance with the EYFS framework each child is assigned a key person. Their role is to help ensure that each child's care is tailored to meet their individual needs. Children are grouped into Family Groups in both Nursery and Reception. These groups help our children to settle and support them in building relationships with peers and familiar adults. The EYFS staff work as a whole team across Nursery and Reception. Children will have the opportunity to learn in family groups, as a class, in small groups, and individually. There will also be opportunities for Nursery and Reception to engage in free flow continuous provision where they will play altogether. This helps to support transition between Nursery and Reception and supports children's learning through positive peer interactions. Through our school Behaviour Policy children's wellbeing is supported in a variety of ways. We support emotional wellbeing through our Feelings Flowers and our PSHE curriculum. Children's achievements and successes are celebrated and recognised through our weekly 'Star of the Week' assembly. Each week a child is chosen as 'Star of Week', and their achievements are recognised with a certificate and the chance to take home the class bear. Through our recognition boards and Class Dojo children's positive behaviour is also praised and celebrated.

Assessment

In Early Years at West Park, ongoing assessment is an integral part of the learning and development processes. Staff are continuously assessing children when talking and questioning them, ensuring they are making progress in all areas. Staff will observe and interact with pupils to identify their level of achievement, interests, and learning styles. These observations and interactions are used to shape future planning. Staff also consider observations shared by parents and/or carers that have been added to SeeSaw as part of our home learning tasks. WOW moments and the children's learning journey at West Park are captured through SeeSaw our online learning journey and in our floor books. Our floor books offer children the opportunity to evidence their own learning journey through, mark making, drawings and photographs.

All children in Nursery and Reception are screened using the Wellcomm tool kit to assess their speech and language skills. Once the screening is completed staff will work with any children who

require additional support. This is done through Wellcomm's Big Book of Ideas speech and language interventions.

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

At the end of Reception 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.

Partnerships with parents

We recognise that children learn and develop well when there is a strong partnership between school and parents and/or carers. We work closely with parents, supporting them in the delivery of home learning. Home Learning activities are uploaded weekly on SeeSaw for children and parents to complete. In addition to this Reception children will have daily reading books and phonics home learning. Throughout the year we offer a range of parent's workshops that focus on Phonic and Early Reading, Maths and many other aspects of the curriculum. Early Years staff are always on hand offering any other support for any other issues that parents are concerned about. i.e. toileting, eating, challenging behaviour and sensory needs. We also run regular 'Stay and Play' sessions in Nursery and Reception, these sessions offer parents the opportunity to share in their child's learning at school in an informal and fun way.

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. 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.

Safeguarding and welfare procedures

As a school we actively promote healthy lifestyles and staying safe through our PSHE curriculum. This includes looking at the importance of a healthy and balanced diet, exercise, and oral health. We also focus on aspects of safety such as internet safety, road safety, stranger danger, and safe relationships.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy and are in accordance with the EYFS Statutory Framework.

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 |
| Procedures for Changing nappies | See Intimate care policy |
| Role of the Key person | See Child Care Policy |