



## WILBURTON C of E PRIMARY SCHOOL

### Early Years Foundation Stage Policy

Adopted: Spring 2021

To be reviewed: Spring 2024

#### Introduction

The Early Years Foundation Stage applies to children from three years of age to the end of the Reception year. In our school, all children join us at the beginning of the school year in which they turn 5 (compulsory schooling begins at the start of the term after a child's fifth birthday). Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Early Years Foundation Stage.

We recognise that when children join our school they have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it is wholly inclusive so that no child is discriminated against;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and a learning environment that values equally the indoors and outdoors;
- it provides a rich and stimulating environment.

#### Aims of the Early Years Foundation Stage

The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional development;
- communication and language;
- physical development;
- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

#### 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 Early Years Foundation Stage just as much as they do to the teaching in Key Stage 2.

The following are key to successful teaching in the Early Years Foundation Stage:

- the partnership between teacher and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that the teacher has of how children develop and learn, and how this feeds into their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Early Years Foundation Stage;

- 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, that are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the continuing professional development of all adults working within the Early Years Foundation Stage.

### **Play in the Early Years Foundation Stage**

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise 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 in an environment that understands that we all learn from mistakes.

### **Inclusion in the Early Years Foundation Stage**

In our school we believe that all 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 Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. 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, 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 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.

### **The Early Years Foundation Stage Curriculum**

The curriculum for the Early Years Foundation Stage reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

## **Assessment**

Throughout the Early Years Foundation Stage, as part of the learning and teaching process, we assess each child's development in relation to the three prime and four specific areas of learning, and the three learning characteristics, set below:

The prime areas of learning:

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

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design
- The Characteristics of Learning:
- Playing and exploring
- Active learning
- Creating and thinking critically

Assessments will be based primarily on observation of daily activities and events. These observations are recorded using the Tapestry app/website. Practitioners should note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Accurate assessment will take account of a range of perspectives, including those of the child, parents and carers and other adults who have significant interactions with the child.

For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging).

The completed end of year assessment will support future curriculum planning and will provide the Year 1 teacher with important information about each child's approach to learning.

The end of year assessment forms the basis for reports to parents, and is given out at the end of the year.

### **The Role of Parents and Carers**

We believe that all parents and carers have an important role to play in the education of their child. We recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:

- talking to parents and carers about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school;
- inviting all parents and carers to an induction meeting during the term before their child starts school and providing them with important information;
- offering parents and carers regular opportunities to talk about their child's progress in our Reception class;
- sharing observations between home and school, and school and home, using the Tapestry app;
- encouraging parents and carers to talk to the child's teacher if there are any concerns. There are parent-teacher consultations in the Autumn and Spring term and the teacher will report on the children's attainment and progress at the end of each school year by means of a written report. A meeting can be arranged to discuss this further if desired;
- having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents and carers;

- Parents are encouraged to join us for Celebration Assembly, church services (Harvest, Christmas, Easter and St Peter's Day) and other special events. The school also welcomes parental assistance in the classroom following a request for a vetting and barring scheme check (List 99 police check) and an enhanced DBS for unsupervised assistance.
- offering a range of activities that support the involvement of parents and carers. We invite parents to curriculum evenings to discuss the kind of work that the children undertake in the Reception class.

## **Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

## **Starting School**

In order to prepare our children for entering school, during the first half of summer term, we invite the children to the classroom – this can be with their parents for the first session.

We ensure a full transition programme is in place to ensure familiarisation with the school's routines, staff and peers and to allow for a much smoother transition into reception.

Observations made during visits to the classroom are used to inform planning and assessment. Using observations of the children from their entry to school means that staff are more able to accurately track children's progress through the Early Years Foundation Stage.

During the summer term the class teacher will visit our feeder pre-school setting and make arrangements to support those coming from other pre-school settings. We feel that this communication between school and pre-school setting is invaluable to ensuring consistent provision for each child. The teachers will also offer home visits in order for the children to have one-one time and allow opportunities for parents to discuss any issues or concerns privately.

Parents are invited to a New Parents Evening (also in the summer term before their child starts) in which they can meet with the Headteacher and class teacher. This is an opportunity for the class teacher to explain the ethos behind the EYFS and the organisation of both curriculum and assessment. It also allows parents to ask any questions of the class teacher and view samples of uniform.

## **Other Policies**

The EYFS department in Wilburton CE Primary School is very much a part of the school. All policies and procedures therefore apply to the EYFS as much as they do to any other class. In particular, all safeguarding policies and procedures apply in full (including child protection, medical and first aid policies and procedures, evacuation and fire procedures, procedures and policies relating to attendance and children missing from education, procedures for checking visitors) and complaints procedures.