



Policy Review Date	October 2017
Next Review Due	October 2019

## WADDINGTON REDWOOD PRIMARY SCHOOL

### EARLY YEARS POLICY

The policy reflects the schools mission and vision statement of '**Broadening Horizons**' and is supported fully by the Headteacher, all staff, and the governing body. This document has been approved and signed by the Headteacher and Chair of Governors on behalf of the governing body.

#### **Principles**

The Early Years Foundation Stage (EYFS) extends from birth to the end of a child's fifth year. Entry into our school is at the beginning of the school year in which the children are five. This policy outlines the purpose, nature and management of early years education at Waddington Redwood Primary School.

The EYFS is important in its own right, and in preparing children for later schooling. The early years are critical in children's development. Children develop rapidly during this time physically, intellectually, emotionally and socially. The EYFS is about developing key learning skills such as listening, speaking, concentration, persistence and learning to work together and cooperate with other children.

#### **Aims**

The education we aim to offer our children reflects the principles of the 2017 Statutory Framework for the EYFS.

The school aims to ensure that the curriculum for the foundation stage underpins all future learning by supporting, fostering, promoting and developing children's learning in the 3 prime areas and 4 specific areas of learning. These are underpinned by the four guiding principles.

- a unique child;
- positive relationships;
- enabling environments;
- development matters.

#### **The Curriculum**

The curriculum is organised into three prime areas of learning and four specific areas. The prime areas cover the knowledge and skills, which are the foundations for children's school readiness and future progress.

The prime areas are:

- Communication and Language;



- Physical Development;
- Personal, Social and Emotional Development.

They are applied and reinforced by the specific areas, which are:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.

The Development Matters document identifies progress in ages and stages towards the early learning goals. These help practitioners to identify the developing knowledge, skills, understanding and attitudes that children need to achieve the goals.

In the early years, there should be no distinction between play and learning. Well planned play is a key way in which young children learn with enjoyment and challenge.

*"Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play, and by taking part in play that is guided by adults."* (Statutory framework for the early years foundation stage 2017).

### **Implementation**

Admission, induction and entry arrangements are found in the admissions policy and the school prospectus. The reception classes are set up as workshop areas, for example, role play, investigation, reading area etc. Staffing permitting, the children have free flow access between the inside and outdoor classroom.

The 2017 Statutory Framework for the EYFS will be followed fully. In order to promote effective learning, children will have:

- access to a wide range of opportunities and experiences which allow them to explore, investigate, create, and consolidate their knowledge, skills and understanding;
- activities that promote learning and enable children to learn from one another;
- a secure and happy environment where the contribution of their families and carers is valued;
- practitioners who believe in the principles of the Foundation Stage and who understand that children learn in different ways and at different paces;
- time to plan their own learning and review their work;
- a rich indoor and outdoor learning environment.

Throughout the day, all children will have opportunities to work as part of a whole class, in small groups and individually both indoors and outdoors in planned adult led, adult initiated and children initiated activities.

### **Planning, Teaching and Inclusion**

Teachers plan from Development Matters in the EYFS 2012 and will meet the needs of both boys and girls, children with special needs, children with disabilities, children from all social, cultural and religious backgrounds and children from different ethnic groups.



Planning where possible should meet and reflect the interests of the children and give them a wide range of first hand experiences.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things and "have a go";
- active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements;
- creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

It is the school's intention to provide:

- a safe and secure learning environment in which all children and their families are valued;
- a wide range of opportunities to motivate, support and develop learning;
- opportunities that build on and extend knowledge;
- for those children with special needs, learning difficulties will be identified at an early stage and teaching will respond quickly to areas of difficulty. This will involve working closely with parents/carers, SEND Leader and if needed, outside agencies to develop effective strategies to meet individual needs and to draw up support plans.

### **Assessment and Record Keeping**

Teachers complete baseline assessments once the child's wellbeing and involvement has been assessed as medium to high. The baseline assessments are done through observation and are completed in the first six weeks of the autumn term.

The foundation stage profile is the statutory assessment for the EYFS and is based on teacher's ongoing records and observations collected through a child's time in the Foundation Stage. Our ongoing formative assessment is tracked against the ages and stages in 'Development Matters'. Assessments are based on our analysis of observations of the children in different situations and contexts. The observations consist of planned observations and incidental observations collected in the course of a day. Our observations are working notes and along with photographs, form the majority of our record keeping. Assessments and observations are recorded electronically in school and progress tracked on our data tracking system.

In the final term of the year in which the child reaches age five, the EYFS Profile is completed for each child. Each child's level of development is assessed against the Early Learning Goals (ELG). Practitioners must indicate whether children are 'meeting' expected levels of development, if they are 'exceeding' expected levels, or are 'emerging' into expected levels. Teachers are required to share the report on each child along with a brief report on the characteristics of learning with the parents and/or



carers and the year one teacher. The school must also report the EYFS Profile results to the local authority.

### **Monitoring and Evaluation**

Curriculum Leaders will monitor their subject within the Foundation Stage, through looking at photographic evidence, children's work, planning and lesson observations. The Foundation Stage Profile is moderated by the Reception staff, at cluster groups and by EYFS advisors from the local authority at moderation and agreement trialling events. The EYFS leader meets regularly with the head teacher to monitor the children's progress.

### **Resources**

All areas will be attractive and suitably resourced. Resources will be clearly labelled and organised into the workshop areas. Therefore, enabling children to have full access, enabling them to independently take responsibility for their learning. An audit of resources forms part of the yearly action plan and priorities are set for each academic year.

### **Staff Development**

The performance management cycle is constructed each year and includes all staff in the EYFS. All staff are involved in inset training. The dates and focus for these are agreed in advance. Whole staff meetings are held weekly. Advice is provided for volunteers, students, parent and/or carer helpers and supply teachers. It is expected that all staff and governors are aware of the requirements of the Foundation Stage and its importance in relation to learning and raising standards across the school.

### **Working with Parents and/or Carers**

The school provides a prospectus for parents and/or carers who are interested in applying for a place at our school. The school has its own website giving details of the school. All parents are encouraged to visit before putting in their application to the local authority. A meeting for new parents and/or carers is held to inform them of transition arrangements. All children are admitted in September. There is a short transition period to allow children to settle in. Prior to starting school, the teaching staff visit the children in their pre-school settings and have discussions with their key worker. Children are also invited to a play date session in the reception class.

After admission:

- regular newsletters are circulated to parents and/or carers;
- the school website has news of all important dates such as trips, concerts, and term dates;
- parents and/or carers are invited to reading, writing and mathematics workshops;
- parents and/or carers are invited to join the rota of parent helpers for school activities and trips;
- parents and/or carers are encouraged to share their skills and interests with the children;



- two consultation evenings are held each academic year, in autumn and spring term;
- an annual report is sent home in the summer term;
- parents and/or carers of children with SEND are given support and advice including regular review meetings;
- the children have a home-school reading diary;
- we have an open door policy.

### **Links with KS1, KS2 and the Community**

The EYFS at Waddington Redwood has strong links with the rest of the school through assemblies, visitors and golden time activities. Visits are made to places in the surrounding area and members of the community are regularly invited into school.

### **Safeguarding and Welfare Procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.



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

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

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Managing Medicines Policy
Emergency evacuation procedure	See critical Incident Plan
Procedures for a parent failing to collect a child and for missing children	See Attendance Policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	See Complaints Policy







