



“Together we learn, Together we succeed”

Early Years Foundation Stage Policy

This policy has been written to ensure that the school's ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Approved by	Signature on behalf FGB	Next Review
February 2018	J Stone	9/3/2020 7/3/2022	FGB	Rhys Moffat	March 2024

WELBOURNE PRIMARY SCHOOL AND CHILDREN CENTRE

EARLY YEARS FOUNDATION STAGE POLICY

Aims

- ❖ To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- ❖ To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- ❖ To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- ❖ To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- ❖ To encourage children to develop independence within a loving, secure and friendly atmosphere;
- ❖ To support children in building relationships through the development of social skills such as cooperation and sharing;
- ❖ To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

Structure of EYFS at Welbourne

At Welbourne Primary our 2 year old Nursery (situated in Welbourne Children Centre) 3-4 Year old Nursery and Reception classes all follow the Early Years Foundation Stage (EYFS) curriculum.

EYFS hours:

Free for Twos Nursery	15 hours funded from 9:00-12:00
Nursery	30 hours funded from 9:00 - 3:30 15 hours funded am from 9:00-12:00 15 hours funded pm from 12:30-3:30 Additional hours non funded £12 per session
Reception	8:55-3:30

The Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three prime areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive.

Learning and development is categorised into three prime areas:

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

And four specific areas of learning;

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics 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.

Teaching and Learning

At Welbourne Primary we ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible. The adult's role in scaffolding children's learning is crucial to the child's development.

By the Summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to year 1.

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us.

Communication and language is vital for children to interact and form relationships. This area of the curriculum is an integral part of the teaching and learning that takes part in all planned activities. And those that occur spontaneously.

Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for whole class story at the end of the session, but also that there are many opportunities to enjoy books at other times. Every child is given their own book bag and in Reception classes, children have a designated day when they will have a time for a guided reading session with their teacher. The Teacher will also select a levelled phonics book for children to take home each week. In Nursery, (children have a reading book folder and choose their own book and) parents are upskilled to choose, change and record their chosen book in the designated reading

folder. This continues in Reception.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus

strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each

child. They incorporate this in the weekly planning, particularly when the child is a key child 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. (See SEND Policy)

We base planning on a mixture of themed units and following children's interests.

Planning takes into account children with individual needs in line with the Inclusion Policy. Staff plan in detail on a weekly basis using daily notes, observations and interactions with children to inform the learning journey.

In Nursery and Reception the teams hold a weekly planning meeting, class teachers then finalise the weekly plans in PPA. In Ff2 Nursery the EY practitioners create the following weeks planning using active planning based on the children's interests and needs identified through observation

Classroom organisation

Our Early Years classrooms have defined areas with clearly labelled resources to ensure children can access them easily. Each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. As a unit, Reception classes will have a writing area, maths area, creative area, book corner, role play area, construction/small world area, outdoor area and carpeted teaching area. All activities are planned for and set up in the different areas each day.

The outdoor area is an important part of the early years classrooms with many children choosing to learn outside for much of the day. We ensure that the range of activities outside reflects the different the seven areas of learning but is not a mirror image of the indoor activities.

Assessment

On-going formative assessment is at the heart of our effective early years practice.

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children and carrying out focused work with individuals /groups to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those findings. We focus on identifying and providing opportunities that help narrow the gap for children who are not at age expectations.

To ensure we have evidence of a child's progress in the EYFS we collect evidence on 'Tapestry', an online system for collating videos and photograph observations and staff assessments of the full range of EYFS areas of learning. Focus children are identified each week and through the weeks observations we gather individual next steps for children's learning. These next steps are discussed by the EYFS team in informal meetings after the day and in the weekly planning meetings, these next steps inform planning for the next week ahead. When assessing whether an individual child is at the expected level of development, practitioners will draw on their knowledge of the child and their own expert professional judgement and are not be required to prove this through collection of

physical evidence.

Parents have access to 'Tapestry' through an individual login. They are encouraged to contribute by adding photos or videos of specific events that happen at home or comments on a particular piece of their child's work.

On entry to Nursery we carry out a baseline assessment for each child.

At beginning of Reception the class teacher assesses each child using the National Baseline Assessment in the first six weeks in which a child starts in Reception. Throughout the Early Years the Class Teacher submits end of term assessment data to the SLT showing each child's development across the seven areas of learning.

For children attending the Free for Twos Nursery provision, when a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

We ensure our end of EYFS assessments are reliable through:

- Our knowledge of the child gained through observation and interaction
- Our environment enables the child to flourish to their full capacity
- Our assessments ensure range of contributors eg. parents and other relevant adults
- Moderation across the EYFS team
- Moderation with Year 1 teachers, Local Authority, NLC

These assessments support the child into Year One.

Role of Staff and Key Person

The class teachers are the named people who have overall responsibility for the children in their class and all adults within the Early Years setting actively seek to form positive respectful relationships with the children and parents. At Welbourne Primary a key person system is followed. To maintain the upkeep of assessments on 'Tapestry', the role of the key person is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents/cares. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and for their future successes.

Partnership with Parents and Carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. As well as the Nursery and Reception termly individual parents meetings we offer a Welcome meeting at the beginning of the school year and offer parenting workshops and other sessions for parents relating to guided reading, phonics and mathematics.

Health & Safety and Safeguarding

At Welbourne, we believe Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with our Safeguarding Policy. Members of staff do, however, use school cameras and tablets to take photographs and videos as evidence to support the regular observation and assessment cycle in the EYFS. These photographs and videos are used on 'Tapestry', in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website on admission.

We are a nut free school and our children receive free fruit and milk each day. Welbourne is working with Healthy Early Years London and currently has a silver award. We cater for and support children with a range of allergy and medical conditions.

We expect all children to be out of nappies when they start Welbourne Nursery. There may be exceptions for children with additional needs this needs to be discussed prior to admission, when the offer of a place is made parent/carers. We acknowledge that young children often have 'accidents' (i.e. wet themselves!) and have a small amount of spare clothes to change anyone who needs it. We ask parents to help staff by returning anything their child has borrowed. We also ask parents/carers to bring a bag with a set of their child's labelled clothes from home. Children are changed in the open area outside the toilets. Children attending the two Year Old Nursery will not be expected to be toilet trained, parents are asked to provide a bag with their nappies in for the week. Staff will support and advise on toilet training to prepare children for moving up into Nursery. Childrens Centre staff are able to support parents and carers with toilet training.

All large climbing equipment is checked by our site officer and fire alarms are held regularly in line with whole school policy. There is an annual external check of PE equipment.

British Values

Welbourne Primary School actively promotes the fundamental values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths or beliefs. These are interpreted by our children as learning right from wrong; learning to take turns and share; and challenging negative views and stereotypes.

Transition

We undertake a home visit for all Ff2 Nursery children and also all new Nursery children before they start. We ensure that transition into the provision is planned so that children have the opportunity to settle well through a staggered start.

Transitions between stages of the EYFS; from Ff2 to Nursery; Nursery to Reception; Reception to Year 1 are planned for and there are opportunities for children to experience the new setting.

Children's Centre

Welbourne Children's Centre is a welcoming community resource - children and families are at the heart of our work. It is here to help local families with young children by providing information, advice and a range of services. As well as our weekly Stay and Play Drop-ins sessions which run Monday to Wednesday, we provide family support & outreach, and access to family health services. You will also find information about returning to work, finding childcare, accessing tax credits and other benefits and much more.

Appendix 1. EYFS related policies

Safeguarding policy
Health and Safety policy
Nappy Changing Policy
Inclusion Policy
First Aid Policy