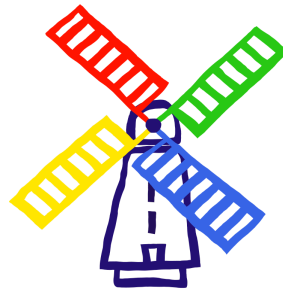


Early Years Foundation Stage Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness



A community for learning. Raising expectations. Fulfilling high standards.

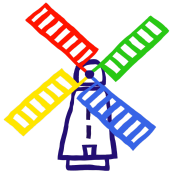
This policy was amended: **9th May 2024**

This policy was approved by the Governing Board:

This policy is to be reviewed by: **February 2025**

Headteacher: **Mrs Gemma Hillier**

Chair of Governors: **Mrs Laura Air**



Widmer End Community Combined School & Pre-School

Early Years Foundation Stage Policy

Contents

1. Legislation and statutory requirements
2. Introduction
3. Curriculum
4. Positive Relationships
5. Enabling Environments
6. Learning and Development
7. Planning and Assessment

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

- Statutory Framework for the Early Years Foundation Stage 2023



1. Legislation and statutory requirements

This policy is based on requirements set out in the non-statutory Development Matters and the 2023 statutory framework for the Early Years Foundation Stage (EYFS).

2. Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

Structure of our EYFS

In Reception, all children join us in one intake in September and our Pre School class grows throughout the year. The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

At Widmer End, we aim to meet the needs of all our children through:

- The partnership between teachers and parents/carers that helps our children to feel secure and safe at school
- The understanding that teachers have of how children develop and learn, and how this must be reflected in the provision offered to the children
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication
- Having a balance of child and adult directed activities, that help children achieve the Early Learning Goals by the end of the EYFS
- Provision that builds on and extends children's interests, and develops 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 space, facilities and equipment, both indoors and outdoors
- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents
- The strong relationships between our school and the other previous educational settings
- The clear aims of our work, and the regular monitoring of our work to evaluate and improve it
- The regular identification of training needs for all adults working in the EYFS

Unique Child

We know that every child is different and develops in individual ways, coming from a variety of starting points. We are passionate about developing all children to be resilient, confident and self-assured. We know that children learn best when they are genuinely interested and engaged in their learning. Therefore, we make sure that our provision builds on and extends children's interests and develops their intellectual, physical, social and emotional abilities. Planning is flexible and shows how all the curriculum areas can be developed in response to the children's interests and needs. Independence is an important aspect of our Early Years practice.

Our aims for developing children's independence are:

- We ensure the way we store resources enables the children to access, select and use the equipment independently during their play
- We encourage children to tidy up after themselves and to put things back where they belong
- We always ask children to 'have a go' at dressing themselves before an adult helps
- We develop the children's understanding of their own health and hygiene. For example, reminding them to wash their hands regularly during the day, knowing when they feel cold and independently selecting fruit and milk or water when they feel hungry or thirsty

3. Curriculum

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from December 2023. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas are known as the prime areas, 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

We give children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development

We provide opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food and oral hygiene.

Personal, Social and Emotional Development

We help children to develop a positive sense of themselves and others, allowing them to form positive relationships. We support them to develop social skills and learn how to manage their feelings, understanding relevant behaviours in different situations.

The specific areas are:

Literacy

We teach children to read and write alongside our RWI phonics scheme. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. We strive to provide a language rich environment, both indoors and outdoors.

Mathematics

We provide children with opportunities to develop and improve their skills in counting and manipulating numbers. They learn how to spot patterns and use mathematical language in their everyday lives.

Understanding the World

We guide children to make sense of their world around them and their community through opportunities to explore, observe and find out about people, places and the environment.



Expressive Arts and Design

We enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We consider the needs, interests and stage of development of each child and use this information to plan ambitious and enjoyable experiences for the children in all of the areas of learning and development. Examples of our rich and stimulating learning experiences include cooking, going out on trips and inviting visitors into the school.

4. Positive Relationships

Role of adults

We recognise the role that parents/carers have played, and their future role, in educating their children.

Our EYFS staff:

- Make home visits where they see appropriate for children with SEND and other needs
- Make contact with their previous setting (if attended), prior to their starting school;
- Provide the children with the opportunity to spend time in school before starting;
- Offer parents regular opportunities to talk about their child's progress in our Pre School and Reception;
- Encourage parents to talk to the child's teacher if there are any concerns. There is a formal parent's evening meeting in the Autumn and Spring term. Parents receive a report on their child's attainment and progress at the end of each school year;
- Arrange a range of activities throughout the year that encourage collaboration between the child, school and parents. For example, stay and play events, class assemblies and Sports Day



At Widmer End we believe that all adults in the school make a significant contribution to the well-being and development of all children. Children learn to be strong and independent through positive relationships. They learn best when they have positive relationships with the adults caring for them. Adults in the EYFS classes always ensure that they are sensitive and responsive to the needs, feelings and interests of all children.

- We seek to know and understand each individual child and their development
- We show enthusiasm and celebrate with children their interests and achievements
- We scaffold children's learning through talk, discussing strategies and ideas, suggesting possibilities and modelling approaches
- We encourage and support children to persevere through difficulties, take risks, ask questions and problem-solve
- We identify and support next steps in learning
- We are play partners within child-initiated activities following children's agendas and extending play

Key Persons

In our Reception class, there are at least two members of staff, working as a close team, who are the main key persons for the children in that class. In Pre School, there are 4 key people who are responsible for the children in the class. This ensures there are good opportunities for children to experience frequent and consistent interactions and expectations. This helps children transition between home and school where the environment and routine is very different.

The role of the key person is:

- To help the child become familiar with the setting and provision within the setting
- To offer a settled relationship for the child
- To build relationships with the child's parents
- To ensure the child's learning and care is tailored to meet their individual needs
- To engage and support parents in guiding their child's development at home
- To have a deep knowledge and understanding of the child
- To help families engage with more specialist support if appropriate



Parental Involvement

At Widmer End we know that parents are children's first and most enduring educators and we value being partners with them in their child's education. Parental involvement in education leads to better results for children in the early years and beyond. We ensure that parents are fully involved in their child's education by:

- Gathering information from parents/carers before a child starts
- Ensuring photographic evidence/children's work is displayed around the setting, in wow books and on tapestry for parents to see
- Giving parents/carers the opportunity to take part in educational visits and share their interests and expertise
- Talking to parents about their child after school and maintaining an open door policy
- Offering parents/carers the opportunity to record their child's response to experiences and to share achievements
- Delivering workshops to share our practice, ethos and ideas with parents/carers
- Involving parents in the development and building of the curriculum, listening to their views, and incorporating their ideas

5. Enabling Environments

At Widmer End, we know that a rich environment has an immediate effect on the quality of children's learning and development. An enabling environment encourages children to play and learn because they feel secure. When children feel emotionally safe they are able to explore and find out about the world around them. The outdoor and indoor spaces are seen as one, with activities flowing freely. This free flow between the inside and the outside has a positive impact on the children's development. There are areas where children can be active, be quiet, be creative, be imaginative and much more. We ensure that both the indoor and outdoor areas contain print (such as displays, books, labels and questions) so that children begin to understand that print conveys meaning and they develop those important early literacy skills.



6. Learning and Development

At Widmer End, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Equal Opportunities

In line with the inclusive ethos of our school, all children are given equal opportunities to learn and have access to the curriculum, irrespective of differences. Children are encouraged to develop self-respect and respect for one another.

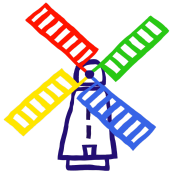
Special Needs

All children receive provision and support that is appropriate to their individual needs with reference to the revised SEND (Special Educational Needs and Disabilities) Code of Practice. Children with special educational needs are provided with a broad, balanced and relevant education to meet their particular needs. Children with special educational needs are provided with the support necessary to ensure that they achieve their full potential at Widmer End. Children with SEND may work alongside outside agencies if necessary to provide better targeted support.

7. Planning and Assessment

At Widmer End we believe that the quality of planning is integral to the quality of teaching and the impact on learning. When planning, we are continuously striving to ensure that the needs and interests of all pupils are being met and that learning opportunities are engaging, interesting and meaningful. All planning is used flexibly and as a guide in order to also follow the children's interests and foster their curiosity as well as providing a broad and balanced curriculum.

We observe children to identify and recognise their achievements, interests and next steps for learning. Our observations then feed into our future planning, to ensure our curriculum is built around the children. When children arrive in Reception, we take a baseline assessment within the first few weeks using the EYFS areas of learning and complete the **Reception Baseline Assessment (RBA)** within their first 6 weeks of Reception. This ensures that we are aware of children who may be vulnerable to low achievement and put into place interventions for them to achieve well. This also allows us to measure the progress of each and every child.

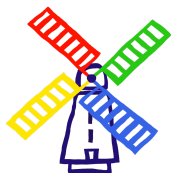


At Widmer End, all children in our EYFS have a Dojo online learning journey which is updated frequently. Parents have access to view observations, make comments and upload photos from home. The children also have a 'Wow Book' in Reception, which is shared with parents at parents evenings and sent home at the end of the year. These both document their progress and achievements throughout their time in our Foundation Stage.

At the end of the EYFS, staff complete the EYFS profile for each child. Teachers report to parents on all of the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels

The children are also judged on whether they have achieved a 'Good Level of Development'. In order to achieve GLD, they will need to achieve the expected level in the first 12 areas of learning.



Widmer End Community Combined School & Pre-School

Early Years Foundation Stage Policy

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