

Winwick Church of England Primary School



Early Years Foundation Stage Policy

In God's love, aspire and achieve to be the best'

1 Corinthians 16:14 'Do everything in love.'

Early Years Foundation Stage (EYFS) Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Winwick C.E, children join Reception class when they are 4 years old. The children learn that they are part of the Christian community and Christian World. They are taught through a values led approach with God and Jesus at the centre of everything.

Introduction

The Early Years Foundation Stage education provides the foundation for the National Curriculum. 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. The quality of learning children experience in the early stages influences both their future attainment and their desire to learn.

The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure all children are ready for school and it gives the children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Winwick C.E Primary School, we aim to make the EYFS environment a welcoming place. We try to create an atmosphere in which effective learning can take place by considering the individual needs, interests, and stage of development of each child in our care. We use this information to plan a range of challenging and enjoyable experiences for each child in all areas of learning and development through continuous and enhanced provision. The Early Years department is resourced and the children have the opportunity to learn both indoors and outdoors.

Intent

This document is a statement of the aims, principles and strategies that guide teaching and learning in the Early Years Foundation Stage at Winwick C.E Primary School. Our Practise reflects the requirements of the Statutory Framework for Early Years and the Development Matters (non-statutory) curriculum outcomes.

As an EYFS team, we endeavour to ensure that every child is given the best possible start in life and that they are supported that to fulfil their potential. We aim to support children in their learning through teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life. (Statutory Framework for the EYFS 2021)

- 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.
- To support children in becoming confident, resourceful learners that are able to take risks within their learning.
- To ensure that children begin to develop an understanding of Christian Values and their impact on the wider community and society as a whole.

The EYFS is based upon four principles:

A Unique Child
 Positive Relationships
 Enabling Environments
 Learning & Development

A Unique Child

At Winwick C.E Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children are treated as individuals and have equal access to all provisions available. They are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SEND lead is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

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, and

- monitoring children's progress and taking action to provide support as necessary.

Pupil Premium

Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last 6 years (known as 'Ever 6 FSM'). Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. Pupil Premium also provides funding for children who have been looked after for more than six months and the children of service personnel. At Winwick, the needs of any pupil receiving Pupil Premium will be planned to ensure that they have access to the curriculum and all provisions available. Children will be treated as individuals, where they will be encouraged to do their best and be given the best possible start. Meetings will be held with parents termly to discuss their child's progress and a spending plan will be created to ensure that Pupil Premium funding is being used to best meet the child's and family financial needs (please see separate Pupil Premium policy).

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy & completed Statutory Framework Audit).

Positive Relationships

We recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

Implementation

Transition into EYFS from home/previous setting:

Members of staff make home visits to feeder settings with the primary purpose to gather available information on the child to support a smooth transition. The number of visits will depend on the child's needs and how much information gathering is required.

Members of staff conduct home visits before all children start Reception, again with the primary purpose being to gather available information on the child to support transition.

Children have the opportunity to spend time with their teacher in class before starting school during transfer sessions in the Summer term prior to them starting in September. For the first week of school, children spend four half days in school leading up to a full day to ensure a smooth transition.

Parents are invited to an induction meeting during the term before their child starts school to be introduced to their child's teacher and gather key information on the EYFS curriculum and the school day. When their children start, parents are invited to an EYFS Curriculum meeting

where the curriculum is discussed in more detail along with how we use Parent Share to carry out and share observations.

Transition through EYFS and into Y1:

Children have the opportunity to spend time with the new teacher before the start of the new academic year.

Parents are invited to an induction meeting during the term before their child starts Y1 to gather key information on Y1 curriculum and the school day.

Teachers have a meeting to discuss each child in detail, based on data, to support a smooth transition.

At Winwick C.E Primary School we are pro-active in developing home/school partnership and the following is in place:

Regular parent meetings – a formal meeting twice a year at which the teacher and the parent discuss the child's progress.

Annual school report – a summary of the child's progress over the year with targets of next steps in learning. This will also report on the how the child has met the early learning goals from the 'Development Matters' Framework.

A variety of activities throughout the year that encourage collaboration between child, school and parents: *stay and play sessions, worship, Church visits, Maths/English mornings celebration assemblies, school visits...*

Organised workshops to support home learning, particular focus on basic skills.

Weekly home learning opportunities e.g. reading book, practical maths/writing activities...

Opportunity to celebrate home learning by completing "Magical" moments which inform planning and provision.

In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

Role of the adult:

Through regular CPD all practitioners working within EYFS are aware of the crucial role of the adult to ensure all children make ongoing progress.

Enabling Environments

At Winwick C.E Primary School we aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. Our aim is facilitated through the following:

The children have daily access to an indoor and outdoor environment that is organised through workshops and discrete areas of learning with planned continuous provision to facilitate the consolidation of skills.

Active learning is paramount and the learning environment is carefully planned to facilitate holistic learning across all areas of learning and the Characteristics of Effective Learning.

A robust observation and assessment cycle informs planning, ensuring the environment is enhanced to provide challenge for all children to continue to make progress.

Children have the opportunity to engage in purposeful reading, writing and mathematical opportunities across all areas of learning.

To provide broad rich learning experiences practitioners plan educational visits into the local community (including visits to the school church and other trips).

Learning and Development

There are seven areas of learning and development which are all important and all interconnected. These consist of three prime areas:

- **Communication and Language** (Listening, Attention & Understanding and Speaking).
- **Physical development** (Fine and Gross Motor Skills)
- **Personal, Social and Emotional developments** (Self-Regulation, Managing Self and Building Relationship).

and four specific areas through which the prime areas are strengthened and applied

- **Literacy** (Comprehension, Word Reading and Writing)
- **Mathematics** (Number and Numerical Pattern)
- **Understanding the world** (Past and Present, People, culture and Communities and the Natural World).
- **Expressive arts and design** (Creating with Materials, Being imaginative and expressive).

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Reception teachers plan activities within the Reception classrooms with these in mind. 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 of effective 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

Religious Education – Winwick CE Primary School follows the Liverpool Diocesan Syllabus for RE. The children learn that they are part of the Christian community and Christian World. They are taught through a values led approach with God and Jesus at the centre of everything.

The **Early Learning Goals** summarise the knowledge skills and understanding that the children should have gained in these areas by the end of the Reception year. The progress

of children is tracked using Development Matters (non-statutory curriculum guidance) age bands.

Teachers and teaching assistants implement the seven areas of learning (Prime & Specific) and Characteristics of Effective Learning across the daily routine. To ensure the maximum amount of progress for the maximum number of children for the maximum amount of time, a robust observation and assessment cycle is in place.

Ongoing observation is embedded in daily practice with a focus on practitioners recording 'significant' observations to impact on learning. Gathered information, recorded and anecdotal is subsequently used to make accurate 'best-fit' assessment judgments against Early Year's Outcomes. Regular moderation ensures accuracy of data across EYFS and as children transition into Y1. Analysis of data drives planning and indicates individual/groups of children for 'narrowing the gap' planning/strategies.

Across the daily routine, practitioners ensure children have a balance of child initiated and adult led activities (at least one Maths and English per week). Activities are appropriately differentiated to ensure ongoing progress.

Impact - Assessment/Recording/Reporting

Reception Baseline Assessment (RBA)

Children complete the statutory NFER Reception Baseline Assessment within their first six weeks of joining us at Winwick. The RBA provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

In addition to the RBA, the children entering Reception are observed during their first weeks engaging in a variety of activities and from this and talk with parents/carers and their achievement on entry is recorded by teaching staff referencing Development Matters/Early Outcomes.

Following this the children's attainment in the seven areas of learning is continually assessed by means of observations: formal and informal observations, annotated pieces of work and teacher/teacher discussion or parental comment. Much evidence for attainment is gathered during the children's independent work. The progress of every child is tracked half termly and discussed with the head teacher.

Parents /carers are informed of their child's progress each term by means of a parent or carer/teacher meeting in the Autumn and Spring Term along with a written report in the Summer Term. Parents /carers can request additional meetings to discuss their child's progress. These can be set up by contacting the school office. Staff will also be in contact with parents/carers if they wish to discuss their child's progress - any matters of concern or need for additional help is discussed when the need arises. Parents/carers are provided with their child's Early Year Profile at the end of the academic year. This informs the parents/carers of the Early Learning Goals that the child has achieved and if they have made a Good Level of Development (GLD).

Equal Opportunities

The well-being and progress of every child in our Foundation Stage class matters to us and as such all are treated fairly and with respect, as are their families. We are inclusive. We celebrate diversity and all the learning opportunities it brings (see separate Equal Opportunities Policy).

Home School Partnership

We value our strong relationships with parents/carers and families of our pupils. All are welcome to come in and talk to us (appointments can be made via the school office) and we make every effort to reach out to all via School Ping and Google Classroom* We make it known that our door is always open, for those who don't meet in person we encourage them to telephone. We also send home home/school reading record books which parents/carers/teachers can also use as a means of communication. When necessary more communication can be planned. Our class page on our school website also contains up to date information including half-termly parental overviews.

Parent Share – Parents are encouraged to share experiences and learning that takes place outside of the school setting using the Parent Share App. Staff will also share learning carried out in school using this App.

*Please be aware that Google Classroom is not to be used a means to communicate with your child's class teacher as it may not be checked daily. If you would like to contact your child's class teacher, please contact the school office.