



Wombwell Park Street Primary School

Early Years Foundation Stage Policy

“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- March 2021)

At Wombwell Park Street Primary School, our vision is of a school that puts children first and recognises the value of each child. The school vision statement encompasses the whole school ethos.

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth until the end of the reception year in school. Children are eligible to join our EYFS in our nursery setting the term after their third birthday, dependent upon the number of places. This could be at the beginning of either the Autumn, Spring or Summer term. Most children will then move into our Reception class at the beginning of the Autumn term in the year they will turn five years old. We also have a large intake of children into Reception who have been to other nursery settings.

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 ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors
- It provides a rich and stimulating learning environment.

Areas of learning in the Early Years Foundation Stage

There are seven areas of learning in the EYFS curriculum. All areas of learning and development are important and inter-connected. There are three prime areas which are crucial for igniting children’s curiosity and enthusiasm for learning and for helping their capacity to learn.

These are:

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

There are also four specific areas of learning through which the three prime areas are strengthened and applied. These are:

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

At Wombwell Park Street Primary School, we ensure that children are provided with a broad and balanced curriculum which enables the children to learn and practise skills and knowledge in all areas of learning throughout our provision.

Principles of the Early Years Foundation Stage

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured •
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. The EYFS Statutory Framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Teaching and Learning

The three characteristics of effective teaching and learning in the Early Years underpin our whole curriculum. They are:

Playing and Exploring

Children's play reflects their wide ranging and varied interests and preoccupations. We believe that through play children achieve their highest learning potential. Play with peers is crucial for children's development across all areas of learning.

Through play our children explore and develop learning experiences, which help them to 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. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

Active learning occurs when children are motivated and interested. We give children a degree of independence and control over their learning. As they develop their confidence they learn to make decisions and this provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Thinking Critically

Children access resources freely within our well planned continuous provision. They have opportunities to play and engage with ideas in different situations and with a variety of resources. They discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

We give children opportunities to be creative in all areas of learning. Adults support children's thinking and help them to make connections by showing interest, offering encouragement, clarifying ideas, modelling language and asking a range of appropriate questions.

Inclusion in the Early Years Foundation Stage

At Wombwell Park Street Primary School we value all our children as individuals at irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve the Early Learning Goals at the end of EYFS and are ready for learning in Year One. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

We meet the needs of all our children through:

- 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 and learning experiences for all children.

- Monitoring children’s progress and taking action to provide support as necessary. This involves inviting other professionals into our setting for advice and following programmes given to us by these outside agencies.

Assessment

At the beginning of a child’s journey in our EYFS, we assess each child using observation, discussion and parental contribution in order to document their own individual starting point or baseline. Throughout their time in the EYFS, we continue to assess each child’s learning, development and progress through observational assessment and build up strong practitioner knowledge of every child’s current stage of development and next steps.

Assessments against the Early Learning Goals are finalised during the summer term of the Reception year. The Early Years Foundation Stage Profile is shared with parents at the end of the school year alongside the annual written report which summarises the child’s achievements in the seven areas of learning and the characteristics of effective learning demonstrated by the child.

The EYFS Profile is shared with Year one teachers, informing them of each child’s stage of development and learning needs to assist with the planning of an appropriate curriculum in Year one.

The role of parents

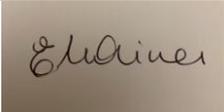
We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our setting
- Visiting children in their home setting prior to them starting nursery
- Working in partnership with the child’s previous early years setting and visiting the child in that setting (where applicable)
- Giving children the opportunity to spend time in our EYFS with their parent before starting school
- Inviting all parents to an induction meeting during the term before their child starts school
- Offering parents daily opportunities to talk about their child’s progress at drop off and pick up times.
- Encouraging parents to talk to the child’s teacher if there are any concerns
- Providing a weekly newsletter of key information for parents.
- Inviting parents into the setting for “Stay and Play” sessions on a regular basis.
- Providing parents with ideas of how to help their child at home through parental workshops, information leaflets, open lessons and weekly activities shared through Seesaw.

Transition

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child’s needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Nursery/Reception to develop familiarity with the setting and practitioners before they start attending regularly.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Chair of Governors	
Headteacher	
Date	13.07.23