



# Early Years Foundation Stage Policy

## Issue 1 – January 2013

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Primary Academy for the EYFS Policy. It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.



## Wyndham Primary Academy

---

Issue No.	Date	Approved	Signature	Revision Notes
1	March 2013	A Scotland		Formal Issue

Wyndham Primary Academy  
Wyndham Street  
Alvaston  
Derby  
DE24 0EP

Telephone: Derby (01332) 571153



## Contents

1.0	Introduction.....	<u>443</u>
2.0	A Unique Child .....	<u>443</u>
2.1	Inclusion .....	<u>443</u>
2.2	Welfare.....	<u>554</u>
3.0	Positive Relationships.....	<u>665</u>
3.1	Parents as Partners .....	<u>665</u>
4.0	Enabling Environments.....	<u>776</u>
4.1	Observation, Assessment and Planning.....	<u>776</u>
4.2	The Learning Environment .....	<u>776</u>
5.0	Learning and Development.....	<u>887</u>
5.1	Teaching and Learning Style .....	<u>887</u>
6.0	Monitoring and review.....	<u>10409</u>



## 1.0 Introduction

This policy reflects the values and philosophy in relation to the teaching and learning in the Early Years Foundation Stage (EYFS) at Wyndham Primary Academy. It gives a framework and guidance within which all will staff work.

EYFS applies to children from birth to the end of the reception year. In our school, children are admitted to Foundation Stage 1 (FS1)/ Nursery in the term after their 3rd birthday and attend for a 3 hour session in the morning or afternoon. All reception children begin full time in September, at the beginning of the school year in which they turn five. All children are offered a visit to their new setting towards the end of the summer term, before they start. The children attend these visits with their parent/carer. During the visit for reception children, parents/carers are invited to a meeting with the Principal. All parents / carers of new starters in FS1/Nursery are invited to an individual meeting with their child's key teacher/worker to share information. The children new to Foundation Stage 2 (FS2) are visited at their pre-school setting by a member of school staff and a welcome/information booklet is provided.

The EYFS is based upon four principles:

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

## 2.0 A Unique Child

At Wyndham Primary we want every child to develop into an independent learner who can be resilient, confident, self- motivated and successful. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by their early experiences at school. We use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### 2.1 Inclusion

We value the diversity of individuals within the EYFS. All children at Wyndham Primary are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds and children of different ethnic groups.



We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests.
- 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.
- promoting independence.
- 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.
- continually monitoring children's progress and taking action to provide support as necessary.

## 2.2 Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met and they have positive relationships.' EYFS Statutory Framework 2012.

It is important to us that all children in our school are 'safe'. We teach children 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 understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose



- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### 3.0 Positive Relationships

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

#### 3.1 Parents as Partners

We recognise that parents / carers are children's first educators and it is with them they spend the majority of their time. We value the contribution they make.

We develop these links through:

- talking to parents / carers about their child before their child starts in our school.
- giving children the opportunity to spend time with their teacher before starting Foundation Stage.
- inviting all parents / carers to an induction meeting during the term before their child starts school.
- offering an open door policy for parents/carers with any queries.
- encouraging parents/carers to bring their child into school each morning.
- providing regular meetings for parents/carers to discuss their child's achievements. Parents/carers receive a report on their child's attainment and progress at the end of each school year.
- arranging a range of activities throughout the year that parents/carers can join in, e.g. celebrations at the end of topics;.
- encouraging contributions to the children's 'Learning Journeys' from parents/carers. Each child has a turn at being a focus child when they take home a camera. They also take home a sheet so parents/carers can record events.
- which are then shared in school to show what they are doing at home with their family.

All staff involved with the EYFS aim to develop good relationships with all children and their families, interacting positively and taking time to listen to them. In FS2 the teachers act as 'Key Workers' to the children in their class, supported by the Teaching Assistants.



In FS1/Nursery the teacher and teaching assistant act as 'Key Workers' for a group of children each.

## **4.0 Enabling Environments**

At Wyndham Primary we recognise that the learning environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning. From this we plan challenging but achievable activities and experiences to extend the children's learning.

### **4.1 Observation, Assessment and Planning**

Planning in FS is taken from the children's needs and interests as much as possible, which are based around half termly or weekly themes. We have a long term plan which shows when major festivals and seasons will be covered.

We make regular assessments of children's learning and this is the information that we use to ensure that future planning reflects identified needs and interests. Assessment in the EYFS takes the form of observation. Each term every child has a long detailed observation, others are smaller snapshots of learning. Photos are also taken to show learning. These observations are recorded in children's individual 'Learning Journeys'. They also contain information provided by parents and other settings.

We track the children's progress using development matters as a guide to determine whether the children are emerging, making expected progress or exceeding in comparison to age-related expectations. At the end of FS1/Nursery each child's level of development is assessed by summative assessment in each area of learning and a written summary is provided for parents / carers. At the end of FS2 each child's level of development is recorded against the 17 Early Learning Goals (ELGs). Within the final term of the EYFS, we provide a written summary to parents/carers reporting their progress against the ELG's and assessment scales.

### **4.2 The Learning Environment**

In the EYFS unit we make our environment calm and communication friendly by following the theory developed by Elizabeth Jarmen. The EYFS setting is organised to enable children to explore and learn independently and safely. Areas are organised to match the areas of learning on the profile with continuous provision planning alongside.

We have our own enclosed outdoor area which provides its own learning opportunities and is accessed in all weathers. Children have outdoor clothing provided which they are encouraged to wear when necessary. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors and has a positive effect on their development. The children can explore, use their senses and be physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.



## 5.0 Learning and Development

At Wyndham Primary 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 inter connected.

### 5.1 Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school.

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- the understanding that teachers and teaching assistants have of how children develop and learn, and how this affects their teaching.
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- the carefully planned curriculum that helps children work towards the ELGs throughout EYFS.
- the provision for children to take part in activities that build on and extend their interests and develop 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 indoor and outdoor space, facilities and equipment.
- the identification of the progress and future learning needs of children through observations, which are shared with parents.

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected.

Three areas have been identified as being particularly important for children's early learning. They give children a foundation for building their leaning upon. We feel these areas are especially important for our children as they generally begin school with poor social and language skills.

#### 5.1.1 Prime Areas:

- Personal, Social and Emotional Development - we will help children develop a positive sense of themselves and others. They will learn to form positive relationships and develop respect for others. They will develop social skills and



learn how to manage their feelings and understand appropriate behaviour. We will help children to become confident in their own abilities.

- Communication and Language - children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- Physical Development - children will be provided with lots of opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and make healthy choices in relation to food.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

### 5.1.2 Specific Areas:

- Literacy - children will be taught to link sounds and letters and begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.
- Mathematics – children will have lots of opportunities to develop and improve their skills of counting, understanding and using numbers, calculating addition and subtraction problems. They will be taught to describe shapes, spaces and measures.
- Knowledge of the World – children will be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive Arts and Design – children will explore and play with a wide range of media and materials as well as being provided with 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 deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice 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.

We support children to become 'good learners' by developing the Characteristics of Effective Learning.

- Playing and exploring – engagement:
  - finding out and exploring.



- playing with what they know.
  - being willing ' to have a go'.
- Active learning – motivation:
  - being involved and concentrating.
  - keeping trying.
  - enjoying achieving what they set out to do.
- Creating and thinking critically – thinking:
  - having their own ideas.
  - making links.
  - choosing ways to do things.

## 6.0 Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.

There are named Governors responsible for the EYFS. These Governors will discuss EYFS practice with the practitioners and provide feedback to the whole Governing Body, raising any issues that require discussion. The staff will be monitored as part of the whole school lesson observation/monitoring process.

This policy will be reviewed at least every two years.