



# Waverton Primary School

Learning Together – Achieving Together

## Early Years Foundation Stage Policy

### Intent

At Waverton Primary School, we are proud to promote curiosity, enquiry and creativity through a challenging progressive curriculum where learning enables all children to fulfil their potential. We strive for educational excellence for all children by providing rich cultural experiences enabling all children to be ready for the next stage of their learning. We promote reading by ensuring that books are at the centre of our Early Years curriculum. We value the individual, and are committed to an inclusive education promoting respect for all, working in partnership with parents, the local community and school governors.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school most children join us on a phased introduction at the beginning of the school year in which they are five.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

### A unique Child

At Waverton we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We aim to provide a quality and consistent education ensuring each child makes good progress and no child gets left behind. We recognise that children develop in individual ways and at varying rates. We encourage children to develop a positive attitude to learning by using praise, reward, positive feedback and self-reflection.

### Inclusion and Special Educational Needs

At Waverton we believe that all children matter, we value the diversity of individuals and all children are given every opportunity to achieve their best. Children with Special Educational Needs have equal access to the EYFS. See SEND policy and Information Report.

In the EYFS we meet the needs of our children through:

- providing a safe and supportive learning environment in which the contribution of all children is valued
- using a wide range of teaching strategies based on children's learning needs
- planning opportunities that build upon and extend children's knowledge, experience and interests
- developing self-esteem and confidence
- monitoring progress and learning

### Welfare and Safeguarding

At Waverton, staff understand that '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'. EYFS staff refer to our whole school safeguarding policy and use our EYFS risk assessment. All staff have appropriate child protection and safeguarding training and know the policies and procedures in place. All staff have had PREVENT training and are

aware of the dangers that can exist to children's well-being in its many forms. All staff follow our medical and allergies policies and procedures.

## **Positive Relationships**

At Waverton we aim to develop caring, respectful, professional relationships with the children and their families through:

- inviting all parents to an induction meeting during the term before their child starts school.
- inviting children and parents to a 'stay and play' session in the Summer term before starting school
- inviting children to a Teddy Bears Picnic in the Summer term before starting school
- encouraging Waverton Pre-School and Stepping Stones to come for weekly visits to the outdoor area
- inviting Waverton Pre-School and Stepping Stones for craft days
- inviting parents into class to help settle their children in the first 2 weeks
- providing opportunity to talk about any concerns at the end of the school day
- holding Parent's evening in Autumn and Spring term
- Weekly stay and play sessions during Spring and Summer terms
- End of year reports
- encouraging parents to contribute observations to children Learning Journey's through 'wow moment' cards
- encouraging parents to make comments in their child's reading diary

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistant.

At Waverton we have good links with the two nurseries in Waverton. Transition sessions are in place including weekly visits during the Summer terms and visits to the settings with our Year 6 buddies.

## **Implementation**

### **The Learning Environment**

The EYFS classroom is organised to allow children to explore and learn securely and safely. The classroom is organised into learning areas, where children are able to find and locate equipment and resources independently.

The EYFS class has its own enclosed outdoor area. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. Staff plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

At Waverton staff reflect on the different ways children learn to ensure high quality teaching:

- 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

### **Observing, Assessment and Planning**

At Waverton planning within the EYFS starts with information shared from pre-schools, the data gained on entry and from observations of children in the learning environment. We observe individual interests, learning styles, current development and levels, before planning a relevant, creative, flexible and progressive curriculum. Skills and knowledge from Development Matters are used as a guide and Early Learning Goals from the EYFS framework are covered across topics. Children are asked what they already know and what they would like to learn in the coming weeks. This forms the basis of our Medium Term Topic Plans. Different topics are taught which ensure coverage of

the framework but also takes into account children's interests and motivations. Each topic is taught through a variety of texts, ensuring that reading and vocabulary are a focus, promoting a love of books and developing language. Weekly plans are flexible depending on children's previous learning and interests. At Waverton phonics is taught daily and staff follow our school policy using Bug Club, the White Rose scheme and Numberblocks are used for Maths, Literacy skills are taught in a variety of ways, ensuring reading is at the heart of everything we do, eg talk for writing, pathways to write, helicopter stories. Children read individually and when appropriate, in guided reading groups, books are linked to phonic phases. Children are read to at least once a day. Physical Development is taught using our PE passport, Personal Social and Emotional Development is taught through our topics and statutory skills and knowledge are taught through RE.

## **Learning and Development**

At Waverton staff consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences for each child in all areas of learning and development. Staff value all areas of learning and development equally and understand that they are interconnected.

The EYFS is made up of two areas of Learning and Development. These include the Prime Areas of learning and the Specific areas of learning.

The Prime areas of learning include:

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

The Specific Areas of learning include:

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

These areas of learning are subdivided into 17 aspects of learning.

The Prime areas subdivided into:

- Communication and Language –Listening and attention and Understanding and Speaking
- PSE – Self-Regulation, Managing Self and Making Relationships
- Physical Development – Gross Motor Skills and Fine Motor Skills

The Specific areas are subdivided into:

- Literacy – Comprehension, Word Reading and Writing
- Mathematics – Numbers and Numerical Patterns
- Understanding the World – Past and Present, People, Culture and Communities and The Natural World
- Expressive Arts and Design – Creating with materials and Being Imaginative and Expressive

Prime areas are fundamental, work together and move through to support development in all other areas. The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

## **Play**

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

At Waverton staff are aware of the importance of high quality adult interaction, which is sensitive and adaptive to the needs of individual children and capable of promoting learning. Staff provide opportunities for structured and self-initiated play encouraging the children to demonstrate effective learning characteristics:

- willing to have a go
- involved and concentrating
- having their own ideas
- finding new ways of doing things
- choosing ways to do things
- enjoy achieving what they set out to do

At Waverton staff provide a combination of whole class, small group and individual teaching and learning and continuous play opportunities. Staff ensure that children are able to express themselves and display their deep learning through self-initiated play, encouraging children to be reflective about their learning.

## **Impact**

On entry, staff carry out a baseline assessment for each child. Children’s development is then continuously assessed through a range of observations, some being spontaneous and others planned. All staff have an input, children are encouraged to review learning and parents contribute through ‘wow moments’. These observations are collated using an online tracking system, called ‘Evidence Me’. Photographs, videos and typed notes can all be recorded, however, staff ensure this is not time consuming and does not take away from teaching time spent with the children. Each term the observations are printed and collated into a record of learning. This is available for parents to look at during parent’s evenings and will go home at the end of the year. Children are assessed against skills and objectives taught during guided sessions like guided reading, guided writing, maths and topic work. Phonics is assessed once a term and children are benchmarked, when appropriate, termly. The data from the observations is transferred to our whole school tracking system ‘O- track’. By using interventions children are given extra teaching time to ensure they ‘keep up’ and don’t have to ‘catch up’. Teachers have high expectations for children with SEND and ensure good progress is made from their starting points. At the end of the school year parents receive a written school report showing the children’s achievements. Parents are told in the report if their child has reached ‘expected’ levels of development or have not yet reached ‘expected’ levels.

At Waverton staff report to the local authority and take part in moderation as required. ‘Early years providers must report EYFS Profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department.’

All quotes in this document are from:

‘The Statutory Framework for the Early Years Foundation Stage’ 2012, 2014, 2017, 2021

‘The Early Years Foundation Stage Profile Handbook’ 2019

‘Early Years Foundation Stage Profile Handbook’ 2021 Early Adopter

‘Development Matters’ 2012

‘Development Matters’ 2020

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