

Winnington Park Primary and Nursery School

Early Years Foundation Stage Policy



Updated: September 2024

Review date: September 2025

The EYFS Framework sets out learning and development for children from birth to the end of the reception year.

At Winnington Park Primary and Nursery School our practice is guided by its clear expectations for children's learning, development and welfare:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

EYFS is a distinct stage, important both in its own right and also in providing the building blocks for each child's future learning.

In our school there are two Year groups in our Early Years Foundation Stage, Nursery (children can attend from the term following their third birthday) and Reception (children enter school in the Autumn term following their fourth birthday)

Both year groups work closely together, following the same theme or topic.

Our Curriculum Vision

At Winnington Park Community Primary School and Nursery we aim to offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning.

INTENT

At Winnington Park CP & Nursery School our Early Years Foundation Stage (Nursery and Reception) puts the wellbeing of our children at the heart of our curriculum. We aim to ensure that children feel safe and happy in school and build positive relationships with staff and their peers. We value the individual child, and our intent is to work in partnership with parents, carers and families to meet their needs and help every child to reach their full potential.

In EYFS our curriculum is designed around our children and their interests. Our curriculum intent is firmly embedded in the revised statutory framework for the EYFS (September 2021). It is coherently planned and sequenced, using our knowledge of child development and progression of skills.

Our expectations are ambitious for all children in our setting. Our intent is to ensure that learning is accessible for all children, including those with SEND. Early identification is used to assess children for SEND and support is carefully planned to ensure children can achieve their goals. We ensure that children are given opportunities to widen their knowledge and understanding of the world, enhancing their spiritual, moral, social and cultural development and celebrating the diversity of our families and local culture.

To ensure all children make good progress, we take into consideration their starting points and needs to plan their next steps. Our aim is for all children to learn and apply skills which will make them successful learners for life, supporting them to develop confidence, independence and resilience.

As outlined in the EYFS '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.'

Our intent is that our Learning Environment is a place for children to feel safe and develop positive relationships with staff and peers. It is carefully planned to accommodate the children's changing needs and interests. High quality and open-ended resources are provided for children to use.

Our outdoor area is set up to develop children's physical development, problem solving skills, creativity and teamwork. We encourage the children to take calculated risks. We endeavour to engage our children and completely immerse them in their learning to become lifelong learners.

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for the next stage of their learning in Reception. As children move through into reception, the balance will shift towards a more equal focus on all the areas of learning (prime and specific) as they grow in confidence and ability.

IMPLEMENTATION

Our curriculum is based around the seven areas of learning and development. These are communication and language, physical development, personal, emotional and social development, literacy, mathematics, understanding the world and expressive arts and design. We also use the Characteristics of Effective Learning as a foundation for our children to build confidence, curiosity and resilience.

The curriculum is delivered using a play-based approach.

We refer to the revised (September 2021) Development Matters document (Non statutory curriculum guidance for the early years foundation stage) to help inform our approach to our curriculum, putting the educational programmes into practice

Our daily routine is well planned to ensure a balance between adult led and child - initiated activities. Children learn and are taught through a balance of adult led direct teaching, child-initiated play and teacher supported play where adults will use observations and questioning and wondering aloud comments to move children's learning forward. During children's play, early years practitioners interact to stretch and challenge children further.

We create a stimulating environment to encourage children to free flow between inside and out.

Staff will also set up activities as an invitation to learning which have intended outcomes. We ensure that children have sustained periods of play (continuous provision) so that they can become truly immersed in their play and learning.

Our planning is flexible to allow us to follow children's interests and enthusiasms in the moment.

We celebrate and value all subject areas in the EYFS curriculum and provide opportunities to apply and practise key skills in all areas of learning. We have high expectations of achievement, progress, behaviour and presentation.

To support our literacy teaching we create a language rich environment using focus stories for teaching, high quality texts for storytelling in our story groups, key words and labels around the environment and modelling language.

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for the next stage of their learning in Reception. As children move through the early years and into reception, the balance will shift towards a more equal focus on all the areas of learning (prime and specific) as they grow in confidence and ability.

We follow Talk 4 Writing strategies to enable children to become familiar with texts and stories, sequence events and learn new vocabulary. We teach the children to read and write by delivering daily phonics sessions through the Little Wandle scheme. Children are provided with a weekly decodable reading book that matches the sounds they have been taught. Children are encouraged to read at home daily and are read with three times a week in school.

To support our mathematics teaching we follow the First 4 Maths scheme of learning. Children in Nursery and Reception have a daily adult-led maths input. In addition, children in Reception take part in a daily Mastering Maths session to develop fluency, revisit key concepts and address misconceptions.

High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion.

IMPACT

Through a creative, child-led and well-planned curriculum our aim is that happy and engaged children leave the Early Years with the skills and knowledge they need to support the next stage of their learning. Skills such as confidence, listening and responding, problem solving and resilience.

Assessment

All children in Reception will complete the national baseline assessment during the first few weeks in September. This comprises a series of short activities to assess skills and knowledge in Literacy and Maths and feeds into our knowledge of children's starting points across the curriculum as we get to know them.

We measure children's progress across the year through formative and summative teacher assessments based on the teacher's knowledge of the child.

Children are assessed at the end of their reception year against the statutory Early Learning Goals in the seven areas of learning. At the **end** of the reception year, children are benchmarked against the Early Learning Goals for each area of learning. The early learning goals summarise the knowledge, skills and understanding that all children should have gained by the end of the reception year. Attainment is described as either: **emerging** (working towards the expected level) or **expected** (working at the expected level).

EYFS

We aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents, carers and families to meet their needs and help every child to reach their full potential.

As outlined in the EYFS '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.'

The following documents should be read in conjunction with this policy: Admissions Policy, Safeguarding & Child Protection Policy, Acceptable Use Policy, SEND, Health and Safety, Equal Opportunities, Behaviour Policy.

We adhere to the Revised EYFS Statutory Framework (September 2021) 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

‘The EYFS is a distinct and important phase in education. It places an equal priority on supporting children’s social and emotional development, and their learning. The early years are the crucial time for developing children’s enjoyment of learning, their engagement and motivation. It’s an important time for children develop their ability to persist and show gritty determination.’ (Julian Grenier – Working with the Revised Early Years Foundation Stage, Principles into Practice)

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across all areas of learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents, carers and families
- Work in partnership with other agencies
- Plan high quality challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported and extended by the adult
- Provide a secure and safe learning environment indoors and out
- Support children’s development in SMSC & understanding of British Values

The EYFS curriculum is split into **Prime** and **Specific** areas.

Areas are inter-related and equally important.

The prime areas lay the foundations for children’s success in all other areas of learning. The Prime areas are:

- Communication and language
- Personal, social and emotional development
- Physical development

The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills.

The specific areas are:

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

Each area is underpinned by three Characteristics of Effective Learning:

1. Playing and exploring/engagement
 - Finding out and exploring
 - Playing with what they know

Being willing to 'have a go'

2. Active Learning—motivation
 - Being involved and concentrating
 - Keeping trying
 - Enjoying achieving what they set out to do
3. Creating & Thinking Critically
 - Having their own ideas
 - Making links
 - Choosing ways to do things

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future planning. Significant observations of children's achievements are collated in their own personal learning journal and shared with parents. We use an electronic Learning Journal (Tapestry) which is accessible to parents/carers. Observations are used to inform next steps for children's learning. The child's progress is reviewed regularly and shared with parents/carers. Parents/carers are invited to attend Parents evenings and reports are written annually. Parents/carers are invited to discuss the report with the class teacher.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We promote the good health of the children in our care in numerous ways, including the provision of nutritious snack, following set procedures when children become ill, when accidents occur, the administering of prescribed medicines and following Health plans for children with asthma and other identified conditions. All Early Year's Staff hold a Paediatric First Aid qualification.

Safeguarding

We follow Winnington Park Primary School & Nursery's Safeguarding & Child Protection Policy and procedures, and all concerns are reported to the Designated Lead who is also the Early Years Lead. We use CPOMS to record concerns. All staff undertake annual Basic Awareness updates and refresher training at least every three years. Designated Lead and Deputy Designated Lead update Level 3 Safeguarding every two years.

Mobile Phones

Mobile phone use must be in line with Acceptable Use policy.

Inclusion

We value all our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. 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 use Wellcomm materials to assess and support children's development in speech and language.

We follow the 'No Outsiders' curriculum.

Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on visits and inviting members of the community (including parents and grandparents) into our setting.

Transitions

Transitions are planned carefully, and time is 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 child-minders. Children attend introductory sessions to develop familiarity with the setting and practitioners. In the final term, the respective nursery/reception teacher and reception/Year 1 teacher liaise to discuss the individual children, their needs and to analyse the assessment data to inform future planning.

Staffing

Winnington Park Early Years Foundation Stage is staffed by 3 Qualified Teachers, four Teaching Assistants NNEB Level 3//NVQ Level 3 and two play workers.