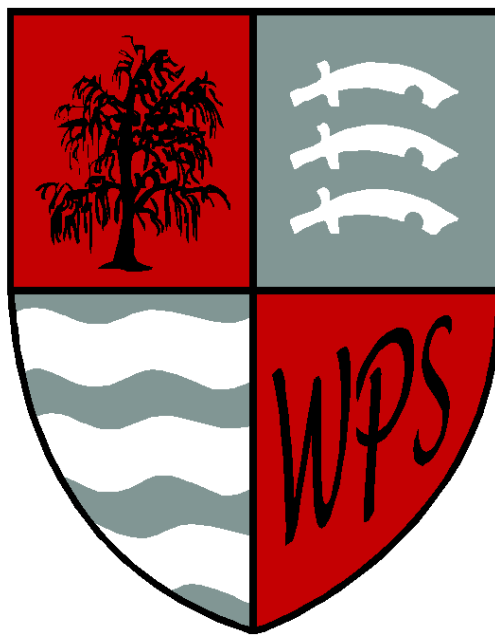


# Willowbrook Primary School



## Early Years Foundation Stage (EYFS) Policy

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Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We believe that all children enjoy their educational journey.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception/Foundation year. The EYFS is based upon four principles:

- 1 - A Unique Child
- 2 - Positive Relationships
- 3 - Enabling Environments
- 4 - Learning and Development

### **We aim to:**

- provide an interesting and exciting indoor and outdoor curriculum within the National frameworks;
- create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent;
- promote a learning culture so that pupils engender a love of learning and the desire to continue to learn;
- value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential;
- ensure that all pupils have an equal opportunity to take part in the life and work of the school;
- teach children to express and communicate their needs and feelings in appropriate ways;
- encourage children's independence and decision-making, supporting them to learn through their mistakes; and
- develop children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating indoor and outdoor environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision through a wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

## Principles into practice

As part of our practice we:

- provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for 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 and within the wider context;
- plan 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 by the adult; and
- provide a secure and safe learning indoor and outdoor environment.

## Early Years Curriculum:

The Early Years Curriculum is split into 7 areas of learning and development. These 7 areas are split into Prime and Specific areas.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas: • communication and language • physical development • personal, social and emotional development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: • literacy • mathematics • understanding the world • expressive arts and design

Communication and Language	<ul style="list-style-type: none"><li>• Listening, Attention and Understanding</li><li>• Speaking</li></ul>
Physical Development	<ul style="list-style-type: none"><li>• Gross Motor Skills</li><li>• Fine Motor Skills</li></ul>
Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>• Self-Regulation</li><li>• Managing Self</li><li>• Building Relationships</li></ul>
Literacy	<ul style="list-style-type: none"><li>• Comprehension</li><li>• Word Reading</li><li>• Writing</li></ul>
Mathematics	<ul style="list-style-type: none"><li>• Number</li><li>• Numerical Patterns</li></ul>
Understanding the World	<ul style="list-style-type: none"><li>• Past and Present</li><li>• People, Culture and Communities</li><li>• The Natural World</li></ul>
Expressive Arts and Design	<ul style="list-style-type: none"><li>• Creating with Materials</li><li>• Being Imaginative and Expressive</li></ul>

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. Through play and practical experiences children learn about the world and their place within it. They learn through first hand experiences, talk, books and equipment. We set realistic yet 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, children of different ethnic groups and those from diverse linguistic backgrounds.

Throughout the day, pupils engage in whole-class work, group work, paired work and independent work. We aim for each session to include visual, auditory and kinaesthetic activities so that pupils see, hear and do. We make good use of 'talk partners' and we model, encourage and praise cooperative learning.

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

At Willowbrook Primary School, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. We believe that the EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

### **Planning our curriculum:**

As a team, we write long term and medium term plans. The learning is based on a series of exciting topics each of which offers experiences in all seven areas. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

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

Educational visits within the local community and further afield are also planned to support children's learning within the classroom.

### **Observation and Assessment:**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways (e.g. narrative style, post-it notes, whole class grids, photographs). Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in our iPad files, blue phonic/writing book and their own personal topic book. These are all shared with parents. In the Autumn and Spring terms, parents are invited to attend a parents evening.

Within the final term we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the class teacher in preparation for Year 1.

There is continuous monitoring and assessment of each child's development using Target Tracker. This is updated every half term to track individual progress. At the end of the year it provides a summary of every child's development and learning achievements. Baseline assessment is carried out using the EYFS Profile during the children's first six weeks upon entering the setting. Judgments made on children's development in the Profile are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development.

### **Transition into school:**

Parents are our pupil's first and most influential educators. We believe that parents and carers have a fundamental role to play supporting the learning their children are engaged in at school.

The Foundation Stage expects a smooth transition from home to school. We offer home visits to all children. Foundation staff also arrange visits to the children's preschool setting to discuss assessments and opportunities to support transition into the school environment. We feel that these planned visits are extremely beneficial to the children's learning and social development. We also have a variety of stay and play sessions in our school hall.

We communicate with parents in a variety of ways including newsletters, twitter, school reports, formal meetings and informal chats at the door. We keep parents informed of successes and any concerns we may have. Teachers are always available to discuss issues as they arise. We have regular open evenings and consultation meetings where parents are invited in to find out more about the learning which takes place in school. We also hold specific workshops to support parents with learning at home, for example, an EYFS phonic workshop.

### **Inclusion:**

Willowbrook is an inclusive school where the achievements, attitudes and well being of every person in the school matter. This is made evident in our ethos and values. All staff instinctively attempt to overcome children's barriers to learning. We regard pupils equally in relation to their individual needs.

As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident happy and secure. Recognising and celebrating success through assemblies, displays and performances is very important at Willowbrook. We ensure that there is a broad range of opportunities for everyone to shine.

Our SENCO coordinates support for those with special educational needs. We have an experienced team of learning support assistants who work closely with class teachers to offer additional support. We have good relationships with a range of other professionals and value their support and advice in meeting children's needs.

### **Monitoring & Evaluation:**

In order to effectively evaluate this policy, as a Governing Body we will ask ourselves the following questions on an annual basis or in light of any developments and changes in school:

- Are our aims being met?
- How can we tell?
- Have there been any difficulties? Why have they arisen?
- What have been the successes? What made these possible?
- What do parents and pupils think about our policy?
- Are there any local or national initiatives in which the school should join?
- How can the policy be improved?

### **Review:**

This policy will be reviewed every three years, or sooner if government guidance changes.