



Early Years Foundation Stage (EYFS) Policy



We will build a school where everyone unites

We will build a community empowered to make a difference for generations to come.

Together we will build a future beyond our imagination.

Approved by:

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Ethos

Wordsworth is proud to be an inclusive and diverse community of children and staff learning side by side from the moment they start school. We embrace difference as a strength and foster a strong sense of belonging with full participation for all our children irrespective of individual needs. As staff and governors, individually and collectively, we accept responsibility for creating a culture in which all children can flourish and receive a high quality education with appropriate adjustments to take into account academic, social and emotional needs to ensure there are no barriers to learning. As a mainstream school we work hard to meet the needs of all children: **Learning, Community, Trust, Nurturing and Empowerment, as our School Values, are at the core of this.**

Our approach to children starting school in Reception at Wordsworth is to empower staff and children to develop these values, build positive relationships with one another and enable our children to grow as individuals who are ready to navigate future relationships, demands and challenges of life in our global society.

Children begin their school journeys in Reception with a strong sense of self, develop the skills needed to learn in their new school community, to nurture themselves, their friends and the environment and to become empowered members of school and society.

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life
- That the EYFS Statutory framework is met
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the '[Early Years Foundation Stage profile 2023 handbook](#)'. At Wordsworth we follow this framework and within it follow the four guiding principles which shape our practice. These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. 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.
4. Children **develop and learn 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 (SEND).

3. Safeguarding and Welfare Procedures

The safety and welfare of our children is paramount at Wordsworth Primary School. We have robust policies and procedures in place to ensure their safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for Tapestry observations and assessment purposes) and children must be appropriately dressed in photographs.

Wordsworth Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The EYFS staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Wordsworth Primary School. Backing up this policy is a dedicated safeguarding team which includes 3 Designated Safeguarding Leads, Angie King, Sarah Barwell and Julie-Anne Palfrey. All Staff have had training in how to log incidents and use the safeguarding system CPOMS to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

All staff are aware of and understood the statutory guidance 'Keeping Children Safe in Education'. They have read and understood responsibilities regarding part 1 of the document. All staff understand how to refer to early help, MASH and children's services of any concerns. Staff can use the "Worried about a child" form if they wish to make a referral about any child.

4. Structure of the EYFS

At Wordsworth Primary school our Early Years setting comprises 3 Reception classes with up to 30 children attending full time. Each classroom has at least a qualified teacher and teaching assistant.

5. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In addition, our curriculum aims to build upon each individual child's existing skills, knowledge and experiences (cultural capital), ensuring that all children achieve their best (ensuring relevant scaffolds and support are provided, as well as challenge to extend thinking).

We draw upon a range of teaching and learning strategies which provide opportunities for all children to engage in planned activities and those that they plan for themselves. We ensure that the Characteristics of Effective Learning underpin all teaching and learning within Early Years, and are actively promoted and understood, at a child's level, by the children.

5.1 Planning

We provide a well-planned, broad and meaningful curriculum, which is underpinned by Development Matters in the Early Years Foundation Stage (EYFS). Medium term plans are created based on Seasonal themes as well as the children's interests (PLODs – Possible Lines of Development) which offer experiences in all seven areas of learning. We always remain flexible to allow for unplanned circumstances and children's responses.

On a daily basis we provide the children with a balance of child initiated activities (Discovery time) and teacher led activities (Maths, phonics, topics that explore the children's understanding of the world, and a variety of whole class activities such as creative work, music, PE and outdoor learning. In addition, we support children's Personal, Social and Emotional Development by helping them to interact effectively and develop positive attitudes to themselves and others.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working in Reception are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Staff plan on a weekly basis as a year group in order to share expertise and experience, and regularly evaluate current teaching and learning.

5.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We value the importance of developing self-regulation in young children. Staff focus on teaching that includes:

- Emotional warmth & security, including providing structure
- Creating a community of learners
- Giving children a sense of autonomy and feelings of control
- Providing challenge
- A fully inclusive curriculum
- Supporting children to talk about their learning
- Developing an understanding that making mistakes is how we learn
- Children are encouraged to talk about their feelings and are taught strategies to help them to calm down.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

6. Assessment

Assessment in Reception is carried out in line with the '[Early Years Foundation Stage profile 2023 handbook](#)'. Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

In addition, staff will carry out a Baseline Assessment using the Observational Checkpoints to assess children's stage of development. Gaps in learning feed into planning and support "Pupil conversations".

'Pupil conversations' are completed every 2-3 weeks for children who are 'off track' in an area of learning. This includes what provision will be changed at the impact this will have.

All cohort data is inputted onto BromCom at each data drop point and analysed by the Year Group Leader. Gaps in learning will be identified and made a priority, by adapting planning and if appropriate setting up interventions

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development ('expected')
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. In addition, teachers moderate with Year 1 teachers to support a smooth transition into Year 1. EYFS profile data is submitted to the local authority.

7. Working with Parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. 'Pupil Conversations' and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person (class teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

At Wordsworth Primary School we actively involve parents in their child's learning by:

- Hosting pre-school 'stay and play' sessions.
- Talking to them about their child's interests and needs during our introductory sessions in school and at our one to one meetings with parents and their child at the beginning of September.
- An active 'Open Door Policy'.
- Regular 1:1 parent meetings throughout the year in order for parents to formally discuss their child's progress.
- Parent Curriculum workshops including phonics, communication and language and mathematics.
- Opportunities throughout the year to be part of specific activities, trips or events.