



Woodside Primary School EYFS POLICY

'Every child deserves the best possible start in life and support to achieve their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.'

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The EYFS is based upon four principles:

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

This policy explains how our practice is underpinned by these principles.

A Unique Child

At Woodside Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, stickers, prizes, positive reinforcement, good role models as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude and love of learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Woodside 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 and disabilities, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- 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
- 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
- regular, detailed reporting to parents about their child's progress and feedback from parents about their child's development
- monitoring children's progress and taking action to provide support, as necessary

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on 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 aim to protect the physical and psychological well-being of all children. (See *Whole School Safeguarding Children Policy*)

'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.'

At Woodside Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. 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

We endeavour to meet all these requirements.

In line with guidance from the EYFS and in line with the SEND Code of Practice we will strive to:

- be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies, as necessary
- stretch and challenge all children
- encourage children to recognise their own unique qualities and the characteristics they share with other children
- maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family

Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be helped.

Where children are identified as needing extra support within the setting this involves the SENCo, the parents/carers and the child's key person working together to write a plan to identify how the child will be given extra support. We liaise very closely with the outside agencies, including Health Visitors, the School Nurse, Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Educational Welfare Officers, Social Workers, Foster Carers, Paediatricians, Dieticians, GPs and anyone else we feel will be able to support and help the child and their parents or carers.

For the very small number of children whose needs cannot be met in this way and whose needs are more severe and complex, the foundation staff will, with parents/carers permission request a formal assessment from the Local Education Authority

E Learning Journey (Tapestry)

Entries into e-learning journeys will only be emailed to parents if they show the face of their own child and no other child. Photographs for e-learning journeys will only be taken with school owned iPads or cameras. The e-learning journey apps are password protected to protect children's identities in the event of theft or loss of the device. Photographs should be uploaded to the school's server and not saved on personal or home computers.

Positive Relationships

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

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school
- the children can spend time with their teacher before starting school during 'Transition Day', through visits to school and when staff visit children in their own setting
- inviting all parents to an induction meeting during the term before their child starts school
- offering parents regular opportunities to talk about their child's progress in our Reception class
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher
- Parents receive a report on their child's attainment and progress at the end of each term
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Stay and Play sessions, Class assemblies, Sports Day etc
- operating an open-door policy for parents with concerns or queries; (COVID restrictions apply)
- providing space in the children's 'Learning Journey's' for parent to leave comments relating to the children's achievements.

Enabling Environments

At Woodside Primary School we recognise that the 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, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Curriculum Map which is based around half termly themes. These plans are used by the EYFS team as a guide for weekly planning; however, the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of both formal and informal observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's Learning Journey. They also contain information provided by parents and other settings.

At Woodside Primary School, we use Halton Borough Council's Good Level of Development Tracker (GLD) and Tapestry's online tracker to track the progress of pupils through the 'Early Years Outcomes' attainment bands. This information feeds into the formal reporting of attainment at the end of the Reception year through the EYFS Profile.

Within the final term of reception, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children can find and locate equipment and resources independently. The Foundation Stage has its own enclosed outdoor area. This has a positive effect on the children's development. 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. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning.

In the outdoor environment we provide children with a wide variety of adult led and child-initiated activities and opportunities for the children to work independently and collaboratively both on large and small scales. We value the outdoor environment as an integral learning area for all children with unrestricted access. The outdoor area is used in all weathers helping children to develop their skills and knowledge of the world around them. The area promotes creativity, investigation, problem solving, enables them to build and practice skills, develop communication, collaboration, active learning and enjoyment.

Learning and Development

There are seven areas of learning and development that must shape educational provision in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and for building their capacity to learn, form relationships and thrive.

It is important to note that as of September 2020 the EYFS framework will be changing and the Early Learning Goals will look very different and will be under different names. Training for this is being undertaken by members of staff during the school year in preparation for September.

Currently the EYFS framework is taught through these areas:

Prime Areas

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

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

Specific Areas

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

We deliver learning for all the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

'Children's play reflects their wide-ranging and varied interests and preoccupations. In their play, children learn at their highest level.'

At Woodside Primary School 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 interconnected.

Creativity and Critical Thinking

'When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.'

Children should be given opportunity to be creative through all areas of learning, not just through the arts.

At Woodside we can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and can move them around the classroom to extend their learning.

The School Community

The routines in the Foundation Stage are clearly set out giving children clear guidelines and expectations. They are still very flexible and change to meet the needs of the children. The Reception classes are more involved in whole school activities becoming involved in more formal teaching of Phonics through Read, write inc, shared and guided reading, guided writing and problem solving as the year progresses.

The Governing Body take an active role in all aspects of School life and a designated Governor is appointed to Liaise with the Foundation Stage Team to ensure the Governing Body are fully up to date and kept informed of the changes and developments that affect Early Years. The governor is invited to spend time in the Foundation stage and annual meetings are held to inform them of the current practices.

Review

This policy will be reviewed in September 2022.

Headteacher: Richard Collings



EYFS Lead: Hannah Scott



SEND Lead: Chelsea Percival



Chair of Governors: Mike Nelson

