


# Early Years Foundation Stage Policy - Wingfield

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PARTNERSHIP OF SCHOOLS

## **Our Aim**

At Wingfield we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. 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.'

**A positive start will encourage children to grow up with a healthy attitude and disposition towards learning. We aspire to develop autonomy and independence.**

**We recognise that children at this stage of their development need a curriculum that allows them to learn in an active and experimental way. It focuses on socialising and confidence building, allowing children to interact with their peers and with adults in a happy, safe and stimulating environment.**

Values and the Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the early learning goals by the end of Reception.

All the seven areas of learning and development are equally important and are inter-connected.

Three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The **prime** areas are:

**Communication and Language**

**Physical Development**

**Personal, Social and Emotional Development**

Children are also supported through the 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**

Children are provided with a range of rich, meaningful first-hand experiences during which children explore, think creatively and are active. We aim to develop and foster positive

attitudes towards learning, confidence, communication and physical development.

As a team, we develop long term and medium-term plans using the EYFS based on a series of topics each of which offers experiences in all seven areas. These plans in turn inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or in light of children's responses and emerging interests.

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 other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Wingfield and grow in confidence and ability within the three prime areas.

Children have whole group and small group periods which increase as they progress through the EYFS with times for a daily phonics session which follows the 'Little Wandle' programme, teaching aspects of Mathematics and Literacy, including reading practise sessions and writing groups.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

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 with the children to support, stretch and challenge children further.

In planning and guiding children's activities, we consider 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 areas inside and outside.

## **Observation and Assessment**

At the beginning of the year we conduct a baseline assessment of each child. In Foundation 1 this is through observation and in Foundation 2 through the statutory NFER Reception Baseline assessment. To assess children's communication skills, we conduct a speech and language assessment in both Nursery and Reception. In Nursery, we implement the Early Talk Boost programme. The Nursery children's speech and language skills are assessed using an iCan assessment. These assessments will then inform our practitioners which children need additional support with their speaking skills. These identified children will then take part in a 9-week programme that aims to boost their speech and language development. In Reception, we assess the children's language skills using a Language Screen programme. Those that are identified as needing extra support will then take part in the Nuffield Early Language Intervention programme. This is a 20-week programme that focuses on developing children's communication and language skills.

We continue to make regular assessments throughout the year of the children's learning and use this information to ensure that future planning reflects identified needs. The children's profiles are kept on an online Tapestry account. Each child in EYFS will have a detailed observation every half term. This detailed observation will highlight the child's interests, their skills and knowledge and will also identify key next steps for that child. All members of staff

play an integral role in observing and making notes on children's progress and achievements and upload information to their profiles. Ongoing observation is the key to successful assessment and will contribute significantly to the children's Foundation Stage Profile. This information is accessible to parents where they can see and comment on how their child is progressing. Ongoing assessment also helps us to make judgements on each child's progress and attainment and at three key points in the year we assess all 7 areas of learning and input data onto our Bromcom tracker.

All children receive a report at the end of their time in Foundation 1 and another at the end of Foundation 2. Parents of children in Foundation 1 and 2 have the opportunity each term to meet the class teacher to discuss their child's progress.

Good communication between Foundation 1 to Foundation 2 teams helps to ease transition. Similar topics and regular Foundation Stage meetings help staff to review and reflect on appropriate provision and to ensure smooth progression between the stages. Information is collected about children's progress in Foundation 1 and 2. This is passed on to each teacher and the head teacher so that we can build a profile about each child and track pupils' progress.

## **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 have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, good oral health as well as following set procedures in the event of illness/accident.

Please see our separate policies and procedures on Health and Safety and Child Protection.

## **Inclusion**

We value all our children as individuals at Wingfield, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve the Early Learning Goals. 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.

## **Parents as Partners**

We strive to create and maintain partnerships with parents and carers as we recognise that together we can have a significant impact on a child's learning.

We recognise the importance of parental involvement in a child's education so:

- Parents/carers and their children are offered a home visit to meet with their new teachers before joining Foundation 1 (Nursery/pre-school) and Foundation 2 (Reception) if they have not attended our nursery.
- Parents/carers are invited to a pre-visit day with the Nursery just before starting to familiarise them with the nursery setting, general routines and to enable them to ask any questions they may have.
- Parents/carers of children joining Foundation 2 are invited to a parents' meeting to inform them of the expectations in Foundation 2 and are also able to visit their child's new classroom with their child.
- We operate a staggered entry into Foundation 1 and Foundation 2 to enable the early years team to welcome each child and parent individually into school. We feel this enables the parent and child to feel secure and familiar with routines straight away.
- Parents/carers are asked to share knowledge of their child's experiences, skills and interests, and any concerns they may have, through their initial home visit and during parent evenings and are encouraged to talk informally to members of staff when they bring children to and collect them from the classroom. Parents in EYFS are encouraged to have a dialogue with the class teacher in the reading journal that goes home each day in their book bags.
- We encourage parents to accompany class outings and to join in with school events such as, Sports Day, Stay and Play sessions, Christmas Craft sessions etc.
- Parents/carers are able to access their child's online learning journey via Tapestry and are encouraged to upload observations of their child's learning from home on to Tapestry. Parents are also able to access their child's Tapestry account during school drop-in sessions.
- Proud Clouds are given to parents/carers during home visits and are also available in school for parents/carers to use. The Proud Cloud sheets are an opportunity for parents to write about something that their child has done to make them feel proud. These are then displayed in school so to celebrate children's achievements from home.
- Parent workshops are run to help parents in supporting their child at home with their learning.

## **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with them.

In the final term, the respective teacher and Year 1 teacher liaise to discuss the individual children and their needs and analyse the assessment data to inform planning.

### **Nursery – Reception**

The receiving teacher, wherever possible, visits children from our Foundation 1 class before transition. Practitioners from Foundation 1 will bring small groups of the children to visit their new classroom and outdoor area during the half term before they commence.

### **Reception – Year 1**

The receiving year 1 teacher, wherever possible, visits children from our Foundation 2 class before transition. Practitioners from Foundation 2 will bring small groups of the children to visit their new classroom and outdoor area the half term before they commence.

In the Summer term Foundation 2 children attend each school assembly to help ease them into KS1 routines.

The Early Years team reflects constantly on their practice. They remain informed of new developments concerning the Foundation Stage by attending discussion groups with other early years practitioners and by making informal visits to other Foundation Stage establishments locally.

Everyone is highly committed to meeting the needs of the children in their care and to help them become happy, confident and independent learners.

Policy adopted:	September 2022
Aligned for :	Wingfield Primary School
Other related policies:	
Next Review:	September 2025