



**WOOD END  
INFANT SCHOOL**

**Statutory Policy**

*Early Years Foundation Stage  
(EYFS) Policy*

Policy to be signed off by the Full Governing Board	
Policy last reviewed by the Full Governing Board	11/02/2019
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Matt Jeatt  
Chair of Governors  
11 February 2019

## *Early Years Foundation Stage (EYFS) Policy*

Article 5: Parents and carers must help every child to use their rights as they grow up.

Article 28: Every child has the right to learn and go to school.

Article 29: Every child has the right to be the best that they can be

Article 20: Every child has the right to be looked after by people who respect their culture, religion and language

### **Aims of the Foundation Stage**

- To provide children with a safe, stimulating and nurturing learning environment
- To develop a positive attitude to learning
- To allow children to explore and develop their own ideas and interests.
- To enable choice, problem solving and decision making, fostering independence and self-confidence.
- To support children in developing key skills and knowledge through the Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development.
- To work in partnership with parents and carers to enable each child to achieve their full potential.
- To teach children how to communicate effectively/clearly and express their needs and feelings in appropriate ways.
- To plan effectively for diversity within the cohort, sharing what we have in common and celebrating our differences.

### **Teaching and Learning**

Teaching and learning in the Early Years Foundation Stage is a carefully planned balance of direct teaching, small group learning experiences and child-initiated exploration. Effective teaching and learning relies on planning that is informed by observational assessments of children's learning and interests.

### **The Learning Environment**

Across the foundation stage the learning environment:

- Reflects the children within the class, for example through displays and selection of resources for learning
- Is safe and welcoming
- Allows the children to develop independence and collaborative skills when working with others and when selecting resources
- Celebrates children's achievements and interests
- Includes both indoor and outdoor learning spaces where children can explore, experiment, test and observe

- Reflects the seven areas of learning
- Supports parents and carers in developing their understanding of teaching and learning and how to support their child's learning at home
- Is well planned, purposeful and offers challenge and enjoyment

### **The Role of The Adults**

- Build positive relationships with children
- Work in partnership with parents, carers and families.
- Create a safe and stimulating learning environment which celebrated learning and success
- Plan appropriately to ensure the aims of the school are fulfilled
- Support and extend children's learning through play.
- Make regular observations of children's learning to assess their progress and inform future planning.
- Make ongoing formative assessments through observations, questioning and marking of learning which informs planning.
- Make summative assessments and share findings with parents at consultation meetings.
- Keep records of children's progress.
- Write a comprehensive report about the child at the end of each academic year.
- Meet with parents and carers three times a year at parent consultations.
- Set targets for pupil achievement across the year.

### **Characteristics of Effective Learning**

*"Characteristics of Effective Learning and the prime and specific areas of learning and development are all interconnected."* (Development Matters in the Early Years Foundation Stage, 2012, page 5)

We support the children in engaging and learning with their peers, adults and their environment, through playing and exploring, active learning and creating and thinking critically. We believe that these characteristics underpin all learning and development.

#### **Playing and exploring – engagement:**

- Finding out and exploring
- Using what they know
- Being willing to 'have a go'

#### **Active learning – motivation:**

- Being involved and concentrating
- Keeping on trying - Persisting
- Enjoying achieving what they set out to do

### **Creating and thinking critically – exploring:**

- Having their own ideas
- Making links – Using what they already know to learn new things
- Choosing ways to do things

### **Specific and Prime Areas of Learning and Development**

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.”

The prime areas include:

1. Personal, social and emotional development.
2. Physical development.
3. Communication and language.

The specific areas include:

1. Literacy
2. Maths
3. Understanding the world
4. Art and design

### **Play at Wood End Infant School**

Play is seen as an essential part of a child’s development, it enables each child to increase in confidence as they learn to explore, to think about problems and relate to others. Learning through play is a balance of child initiated and adult directed or structured play-based experiences.

The EYFS curriculum is implemented through the seven areas of learning and supported by the characteristics of effective learning. The development of the child is planned for; through high quality purposeful play opportunities using both the indoor and outdoor environment.

Child initiated play offers children the opportunity to explore their own ideas and interests selecting their own resources. Adults support and extend this play through modelling, questioning, mirroring, affirming and celebrating achievements.

At Wood End, practitioners ensure that there is a balance between activities led by children and activities led or guided by adults. Practitioners respond to each child’s emerging needs and interests, guiding their development through positive interaction.

### **Observations, assessment and planning.**

Excellent planning is the key to making children’s learning effective, exciting, varied and progressive.

Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practise and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs.

Medium term planning is completed identifying learning intentions (from long term planning, observations and assessments) and key themes for learning. Medium term planning themes take into account the interests of the children.

Weekly planning is completed outlining group learning times, adult led experiences and provision for child-initiated learning. Weekly planning also includes the outdoor area encompassing learning experiences to support learning intentions across the foundation stage.

Additional weekly planning is completed outlining teaching of phonics and reading. A timetable is also completed providing an overview of the week.

The planning cycle is important in ensuring planning is derived not simply from long/medium term plans, but also following observations of children's immediate previous learning and interests.

Children's progress is shared with parents and carers throughout the year through home learning, verbally, written reports and parent consultations. Parents are encouraged to regularly view and add to their child's profile by sharing with staff their child's experiences and achievements observed at home. They also share in the home learning in relation to our UNICEF articles. For children in the Nursery at the end of the academic year their development is shared with parents/carers and future practitioners through transition and handover meetings and written reports to parents.

At the end of the EYFS, parents will receive a report showing their children's attainment against the Early Learning Goals and the Characteristics of Effective Learning.

### **Inclusion**

All children and their families are valued at Wood End Infant School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to be the best that they can be, and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives, to ensure that any child with special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents and carers at an early stage and the school leader Inclusion (Lucy Morton) is called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEND. Regular interventions through small groups and one to one sessions are used to meet the needs of children as and when they are identified.

### **English as an Additional Language**

To support children who have English as an additional language the following strategies are employed:

- Practical, hands-on learning experiences
- The use of visual aids including gesture and picture cards
- Consistent routines
- Effective use of any additional adult support
- Assessment in child's home language, where possible

### **Home / School Links**

Parents and carers play a vital role in their child's learning and development. It is the aim of all practitioners to work with parents to achieve the best for each child.

Prior to a child starting nursery or reception, they are offered the opportunity to attend a play and stay session to familiarise themselves with the environment and staff. Parents consultations happen regularly and the initial one takes place within the first few weeks of school to make those first all-important links and discuss with parent and carers their individual development and particular needs.

Parents and carers are encouraged to add to their child's learning journal by sharing achievements with the staff and bringing in photos/learning from home. Throughout the year, home learning relating to the UNICEF articles and topics covered, is sent home for parents to work collaboratively with their child. This helps to consolidate learning and provides further opportunities for children to develop their speaking and listening skills.

Parents and carers are offered opportunities to attend parent workshops and coffee mornings. These enable parents to observe teaching, engage in their child's learning and become more informed about strategies that they can use at home to enhance and extend their child's learning.

Close links have been fostered with the local Nurseries, to help transition into and preparation for school. Joint workshops have been organised including topics on language through play, the importance of reading with your child, developing social skills and personal care. These sessions have also enabled the early identification of special needs and the interventions needed to support families and children prior to entering our nursery or reception class.