



Waynflete Infants' School

Academy for Early Learning

EARLY YEARS AND FOUNDATION STAGE POLICY 2021-22

Annual Review

Responsibility Delegated to the Head Teacher

Date next due for review	Date reviewed by Headteacher	Any Changes YES/NO Comments
September 2020	16 th September 2020	Yes: Revised in line with TSB policy
September 2021	20 th September 2021	Yes: Revised to reflect changes in EYFS curriculum
September 2022		



Early Years Foundation Stage Vision Statement at Waynflete Infant's School

In the Early Years Foundation Stage, the staff work together towards a shared vision of "For Every Child, An Excellent Educational Experience". We guide the development of children's capabilities with a view to ensuring that all children are ready to benefit fully from the opportunities ahead of them and are able to fully explore all learning opportunities.

We aim for the children in Reception at Waynflete Infants' School to be:

- Happy, secure and to feel safe
- Independent, self-assured risk takers
- Confident and Resilient
- Excited and motivated to learn
- Socially strong and able to form positive relationships

All staff care about the children in our school. We treat all children as individuals and promote positive relationships. We make it a priority to form close relationships with families and the wider community where possible to promote the best outcomes for all children. Staff members use consistent boundaries, praise and rewards that form the backbone of our behaviour management system. We recognise and value individual's strengths and talents and believe in praising effort and valuing the little steps that really make a difference to a child's progress. We know that by doing this, we are building happy and secure children, who feel safe. Praise and clear boundaries contribute to the confidence and resilience of our children. Creating children who are independent, not only in their organisational skills but also in their learning is a high priority for us.

We believe that all children are capable of amazing things and we develop this through having high expectations of all children. We pose challenges, build confidence and self-esteem, show children how capable they are and support them to reach their potential. We take time to teach independence skills explicitly and support children to develop into well-rounded, ambitious learners. Taking risks is an important part of learning and we have developed both our environments and our teaching and learning strategies to promote children measuring and assessing risks for themselves and in having confidence and resilience to attempt challenges. Confidence and resilience are key skills for a developing learner. We explicitly teach children to understand the learning process and understand mistakes are valuable learning experiences.

Through the Characteristics of Effective Learning, we develop children's active learning skills and help them to understand and respond to feedback. We strongly believe that in order to develop resilience, we must teach children to be independent learners who problem solve for themselves and know to keep trying and how and when to access help. Excitement and motivation for learning are developed through planning fun, engaging and challenging lessons based on the needs for the children. We follow the interests of the children and teaching and learning is paced to respond to the changing needs of individuals. We provide new and interesting experiences, building on and adding to the range of activities children will have had at home or through pre-school experience. We make learning purposeful and rooted in real-life contexts, where possible, so that children have motivating reasons to learn and to help them to apply their knowledge to a range of situations. We set social development at the core of our learning and understand the value of harmonious relationships, friendship and kindness. Children are encouraged to become well-rounded and sociable through the modelling of positive interactions and language at all times. We spend time getting to know families so that we can celebrate each child as an individual and promote mutual respect. We teach about honesty, co-operation and respect. While teaching children to be assertive, we balance this with empathy and understanding for others and support children to solve their friendship problems independently, where possible.

Contents

- 1. Introduction**
- 2. Aims of the Early Years Foundation Stage**
- 3. The Early Years Foundation Stage framework**
- 4. Active Learning through Play**
- 5. Adult led learning**
- 6. Assessment and Record Keeping**
- 7. Planning**
- 8. Parents as Partners**
- 9. Admissions and Induction**
- 10. Equal Opportunities**
- 11. Special Educational Needs**
- 12. Effective Transition into Year 1**

1. Introduction

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Waynflete Infants' School and should be read alongside "Our Vision" document.

The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching staff.

In the policy the term 'setting' refers to the Early Years educational provision at Waynflete Infants' School. This is available to children who enter school from September of the academic year in which they will turn five years old. These children are in the final year of the EYFS. In the National Curriculum this is referred to as the Reception Year or Year R.

In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

2. Aims of the Early Years Foundation Stage

In the EYFS setting at Waynflete Infants' School we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions that may differ from their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences through both play and adult led activities which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments both inside and outside.
- Providing opportunities to participate in whole school activities such as Harvest Celebrations, Christmas production, whole school Math's and Science Days and other

whole school curriculum days and trips.

3. The Early Years Foundation Stage framework

Teaching in the EYFS setting at Waynflete Infants' School is delivered in accordance with the government's statutory document The early years foundation stage statutory framework guidance (September 2021). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four principles 'A Unique Child', 'Positive Relationships', 'Enabling Environments with support and teaching from adults' and 'Learning and development'.

The curriculum is centered on 3 prime areas of learning:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Providers must also support activities through four specific areas which strengthen the prime areas. These are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are closely interlinked. This ensures the delivery of a holistic, child-centered curriculum which allows children to make links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

At Waynflete Infants' 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.

4. Active Learning through Play

At Waynflete Infants' School we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

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.

In the EYFS setting at Waynflete Infants' School practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage

children in practical, first-hand experiences which will support children to discover, explore, investigate and develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. The children take part in daily “COOL” time (Choose Our Own Learning) when they access our contentious provision and choose their own learning. Adults at this time support and extend their learning and complete observations.

Our layout of the Foundation Stage learning environment means that the children can freely explore and choose where to play / work and alongside any of their peers. The areas are set up so children can access resources independently and choose what they would like to use. We vary what resources are out for the children and these add challenge as we move through the year and as children skills and knowledge develops. Each week we add enhancement resources to areas to support our themes and enable children to develop skills and knowledge taught during previous sessions.

In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play-based curriculum and pedagogy as the provision of play opportunities underpins its delivery within the setting.

5. Adult Led Learning

During the Reception year we have progressive sessions from small groups, to larger groups and leading to whole class adult led learning sessions. Our adult led learning activities include reading, phonics, Maths, speaking and listening, Jigsaw PSHE and interventions activities where needed. Children start with individual reading and when children are ready they will complete guided reading within a small group, this involves a gradual increase in the children’s level of participation over the year to prepare them for guided reading sessions in KS1. Daily phonics sessions are started in term 1 following the RWI phonics programme. Daily numeracy sessions begin in term 1 and are planned using White Rose Maths. The children also participate in other teaching inputs linked to topic work, PSHE (Jigsaw Scheme) PE, RE and music sessions. The length and frequency of these sessions increase throughout the year in preparation for transition into Year 1.

6. Assessment and Record Keeping

As children start their education at Waynflete Infants’ School all preschool assessments are taken into account and shared between settings. Once children are settled we complete the Reception Baseline Assessment (RBA) with each child on a 1:1 basis focusing the areas of early Maths, Literacy and Language and Communication. Alongside this we complete our own assessment tasks such a numbers, cutting skills and name writing. By completing these tasks it gives us an accurate account on what level they are, it shows us what they can and cannot do and this forms the start of their next step targets and our planning for many areas.

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Waynflete Infants’ School. Assessments are made of children’s learning and individual needs which are ongoing and can be captured daily or weekly. We share achievements and progress in learning with parents using an interactive online learning journal called Tapestry. These are transferred to us from preschools and we continue them or start a new learning journal if needed. Parents are invited to download their child’s completed learning journey at the end of the year.

The main EYFS assessment method is through practitioners’ observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individual children as they play. They also make

spontaneous observations in order to capture significant moments of children's learning. Observations are recorded using an iPad. Photographs, videos and notes are taken as evidence of each child's learning. These will later be added to the children's individual profiles. When an observation is added to a child's profile their parents will receive an email notifying them of this addition. Parents are then able to log on to the online profile and view their child's observations. They are also able to comment on each observation. All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated and children's learning priorities are identified. Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work and talking with children about their task or play.

There is continuous monitoring and assessment of each child's development. We use on track and not on track grids to input children termly so we can then provide additional support and intervention to support the children needed, this is a whole team approach. At the end of the year it provides a summary of every child's development and learning achievements. Baseline assessments are carried out during the children's first six weeks upon entering the setting. Children's developments are based on judgments made by practitioners. Children's behaviour is observed independently and regularly in their self-initiated activities across all Areas of Learning and Development. We use a 1, 2, 3 grid to show children's progress throughout the year which mirrors what Year 1 and Year 2 do.

At the end of the year we make a judgment as to whether children have met the ELG's in all areas. For children who do not achieve their ELG at the end of the year meetings are arranged between Reception teacher, parents and SENCO where possible where a discussion happens about what areas children will need further support in as they move into Year 1. Discussions take place between Reception and Year 1 staff to outline gaps in children's knowledge and skills so they can tailor the Year 1 curriculum to support the needs for children who haven't achieved their GLD in Reception.

7. Planning

The EYFS framework provides a long-term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year. The early learning goals are a group of targets that children are expected to achieve at the end of the EYFS. Over the academic year the Foundation Stage covers a range of topics to allow for different interests and to make learning fun. Planning is created with all early years' practitioners' involvement and takes into account the individual children's learning and developmental needs. We like to plan for children's interests and this means both children and parents are involved in our planning process. Parents and children will be invited to make suggestions on themes they would like us to learn about which we will then implemented into our planning. We have a weekly meeting as an EYFS team where ideas for supporting children are discussed and any additional teaching sessions are explained including the use of enhancement tasks during COOL time.

Our continuous provision resources are the basis of what the children use and play with and we then plan for enhancement resources to encourage children to revisit, practice and extend their skills and understanding. Opportunities for all Areas of Learning and Development are available both inside and outside and our Reception environment layout encourages children to make their own choices and independence. Children are free to explore all learning areas. The setting also makes use of the outdoor environment and our new development project "Forest Schools Area". This is going to be continued to be developed over the coming year and Reception will be having sessions in this area throughout the year.

Educational visits within the local community and further afield are also planned to support children's learning within the classroom and enable them to make links in their

learning to real life.

8. Parents as Partners

At Waynflete Infants' School we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavor to encourage the regular sharing of information about the children with parents. This includes new parents meetings in July and September, a home visit or meet your new teacher meeting in the September, a parents welcome curriculum meeting during Term 1, two pupil progress meetings, sharing times / sharing assembly and an annual report. During the summer holidays this year we also provided all children and parents a Summer Holiday challenge pack which encouraged parents to work alongside their children with simple tasks to help them prepare for school. Further parent and child tasks will be sent home during the year including "Home Learning / Tapestry Challenges" and "Boromi Bags".

We value the role of parents as children's primary educators. Through parent meetings and informal chats at the end of the day, practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). Parents also have the opportunity to contribute to their children's learning profiles by viewing and commenting on the observations that they can now access online through the Tapestry online learning journal. This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests. This is also encouraged with the use of 'Next Step Targets'. Each child is given a small and achievable target which is displayed in the classroom which parents are also asked to work on with their child at home. These will be updated as needed once children demonstrate they have met this target. Other achievements at home are also recorded by parents using the 'Wow' Tree or during Friday celebration assemblies when Reception join the rest of the school.

Parents are kept informed of what is happening in the setting through regular letters, reading records and the school website. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting. A Reception Planning Overview is also sent home on a termly basis which outlines to parents what areas are going to be developed over the coming term. This can also be found on the school website. On a Friday parents will be sent an email to remind them about events that will take place in the following week. The website is regularly updated with current information.

Parents are invited to attend Pupil Progress Meetings during the course of the academic year. The first settling in / Pupil progress meeting takes place during term 1 to allow practitioners and parents to discuss how children have settled into the setting and discuss baseline assessments and next steps for the coming term. Further Pupil Progress meetings also take place during the Spring term during which practitioners will feedback on children's learning and development since the initial meeting in Term 1, we also discuss the possible outcomes in relation to achieving a good level of development at the end of the year.

Parents will be informed by a slip in their child's book bag if their child requires any further support or intervention in any particular area. We also have a Reception Home School Agreement which clearly outlines what support the parents need to provide alongside the support we will. (*See Reception Home School Agreement for more information*)

Other opportunities for practitioners to share children's learning, development and well-being with parents include end of year reports and sharing assemblies where children's work and achievements are recognised.

The setting has a friendly, open-door ethos and practitioners are available to talk to parents at the end of the day. Parents are always welcomed into school and encouraged to discuss any concerns they might have.

9. Admissions and Induction

Waynflete Infants' School provides full-time Early Years education for children in the Reception Year. This is for children who enter school from the September of the academic year in which they will turn five years old.

Before they start in the setting, all children are offered a series of visits to Wizzers sessions throughout the year. The purpose of these visits is for the children to meet their new practitioners and start to become familiar with the setting environment. Practitioners will also go to visit the children in their current pre-school settings and in their own home where possible before they start school. The aim of these visits is to support practitioners to develop their knowledge and understanding of each child in order to make the transition period to Waynflete Infants' School as smooth as possible.

In the summer term parents are invited into school to meet the Head Teacher while the children meet their new class teacher at this meeting information regarding the induction process and what goes on in the setting is shared. There is also time for informal chat and parents' questions. School packs will be distributed to parents at this meeting, detailing school routines, expectations. A follow-on meeting happens in the September where we talk parents through our curriculum and assessment procedures.

The incoming cohorts needs will be assessed and a decision will be made on appropriate starting arrangements and times. Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the setting. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school. (*See Admissions Policy for more information*)

10. Equal Opportunities

All practitioners at Waynflete Infants' School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting.

All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting at Waynflete Infants' School. (*See Equality Information and Objectives Policy for more information*)

11. Special Educational Needs - *See Special Educational Needs Policy*

13. Effective Transition into Year 1

During the period of Transition (Term 6 in Year R into Term 1 Year 1) we aim to encourage the children to achieve their best by ensuring a smooth transition period which encourages continuity of learning. We provide daily opportunities for developing independence. The Reception timetable changes to include more whole class teaching and learning, with less child-initiated activities and this helps to develop longer periods of concentration on a variety of activities.

During this time, we continue to encourage parents to be involved with their child's learning through regular reading at home (5 reads a week) and working towards their footstep targets.

Transition meetings take place between Reception and Year 1 teachers where an overview of achievement and personal details are provided to the children's new teachers. For children who didn't achieve their GLD a highlighted sheet showing what children know and do not know is handed over for Year 1 teachers to continue to work on during Term 1 in Year 1. All paperwork linked to EYFS is securely kept in the filing cabinet so this can be accessed if needed. Copies of children's Tapestry Learning Journals are saved securely onto a hard drive which is stored in the Bursars safe. These documents can be used during the Transition phase.