

THE PATHWAY ACADEMY TRUST



Early Years Foundation Stage (EYFS) policy

Wrotham Road Primary School



Approved by:	TPAT Board	Date: 17.06.20
Last reviewed on:	17.06.20	
Next review due by:	June 2022	

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- That active collaboration across TPAT enables excellent practice across the Trust

2. Legislation

Riverview Infant School; Culverstone Green Primary School; Wrotham Road Primary School and Meopham Community Academy

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

"Every child deserves the best possible start in life and the support that enables them to fulfill 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 secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation for children to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that providers must meet to, ensure that children learn and develop well and are, kept healthy and safe. It promotes teaching and learning to ensure children's school readiness and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life." (EYFS Statutory Framework 2017)

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

The Early Years and Foundation Stage at Wrotham Road Primary School comprises of Nursery and Reception classes.

The Nursery classes are split between morning and afternoon sessions in a single classroom.

The Reception PAN at Wrotham Road Primary School is 60 children, divided into 2 classes.

In the Early Years and Foundation Stage, each classroom has a teacher and TA and is overseen by the Phase Leader who is also a member of the SLT and a DSL.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected.

However, three 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** – Listening and Attention; understanding and speaking
- **Physical development** – Moving and handling; Health & self-care
- **Personal, social and emotional development** – Making relationships; Managing feelings and Behaviour; Self-confidence and self-awareness

The prime areas are strengthened and applied through 4 specific areas:

- **Literacy** – Reading and writing
- **Mathematics** – Numbers; Shape, Space and Measure
- **Understanding the world** – People and communities; The world; Technology
- **Expressive arts and design** – Exploring and using Media and Materials; Being Imaginative

When delivering this curriculum, we ensure all **Characteristics of Learning** are, promoted and recognised through playing and exploring, active learning, and creating and thinking critically in both our outdoor and indoor environments.

We ensure that these three areas are, used to "ignite children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive." (EYFS Statutory Framework 2017)

A Unique Child:

We recognise that every child is unique and given the opportunity to become 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, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning. We aim for everybody to be proud and happy to be part of school life. We prepare the children for their future education and for their positive contribution to the wider community, enabling them to become good citizens.

All of our children matter. We give them every opportunity to achieve their best by taking account of their range of life experiences; encouraging them to share events and celebrations with others and valuing inclusion 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, recognising those with special educational needs or disabilities, those from all social and cultural backgrounds, as well as always challenging the more able.

By teaching our children boundaries and by placing a strong emphasis on rules and boundaries, we enable them to take sensible risks, by recognising and avoiding hazards and to make appropriate choices about their own safety.

"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." (EYFS Statutory Framework 2017)

We aim to protect the physical and psychological well-being of all our children, through valuing the children's voice and through strong links with parents and families.

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We follow our rigorous safeguarding policy and procedures that are, used to identify anyone that is at risk or of harm.

When making our observations, it is important to note that all staff are given a school registered iPad and iPod, which they use to take photos for our assessment app. All data taken for these assessments are stored in the cloud and do not remain on these devices. Any data stored within the system is password protected and encrypted.

4.1 Planning

Planning within the EYFS is based around termly themes or topics. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their teaching.

The EYFS teachers use these plans as a guide for their daily planning. However, staff may also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to adapt the plans in order to create challenging and enjoyable experiences.

Staff plan activities and experiences that will enable children to develop and learn effectively in all areas of the curriculum. In order to do this, practitioners working with the children are expected to focus particularly on the 3 Prime Areas during the first term, which will allow all children to build a secure foundation.

Where a child may have a special educational need or disability, staff will consider whether specialist support is required and link up with relevant services from other agencies, where appropriate.

At Wrotham Road Primary School, we believe that the children in EYFS should have regular access to outdoor learning opportunities and these are planned and provided to complement the whole learning experience. Children in EYFS also get opportunities to also attend Forest School throughout the year.

Characteristics of effective learning:

- **Play** - Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learning how to develop appropriate behaviour and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- **Active Learning** - Active learning occurs when children are motivated and interested. Children need to have independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.
- **Creativity and Critical Thinking** - Children have opportunities to play with ideas in different situations and with a variety of resources. They discover connections and have a new and better understanding of ways to do things. Adults support in this process and enhance 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. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and skillfully asking open questions. During child-initiated time pupils have free access to a range of resources both inside and out.

4.2 Teaching

We aim for our Early Years classrooms to be places which thrive on excitement, curiosity and discovery. We aspire for language and communication to lay the foundations of play and adventure and endeavor to give our children the opportunities to develop philosophical thinking and talking through play and storytelling.

Each area of learning and development is implemented through planned and purposeful play, and through a mixture of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests in order to guide their development through warm and positive interaction. As the pupils grow older, as their development allows, this balance gradually shifts towards more adult-led activities that help the children prepare for more formal learning, ready for the Year 1 curriculum.

Teaching will use a range of approaches that aim to provide first-hand experiences; giving clear explanations, making appropriate interventions and extending and developing play and talk through high quality dialogue. The timetable allows for valuable focused teacher input, directed by the curricular themes and the children's own interests. This is carefully linked to teacher-directed and teacher-led activities that broaden and extend learning, whilst ensuring an enabling environment for the children to develop their own learning through child-initiated play.

Enabling Environments:

We recognise that the environment plays a key role in supporting and extending the children's development. Our classrooms are organised with defined areas and clearly labelled resources to ensure that children can access these easily, confidently and independently. The children have opportunities to experience writing, maths, creative play, role-play, construction, small world play and reading opportunities enabling them to develop in all seven areas of learning.

The outdoor area is as important as the classroom, ensuring that we make links between both environments. Being outdoors offers opportunities for doing things in different ways and on different scales from being inside. All environments allow children to explore and learn securely and safely. They can be active, messy or quiet.

In addition to the outdoor area, children are also able to access the Forest school curriculum at Shorne Country Park. The philosophy of Forest school is to encourage and inspire individuals of any age through positive outdoor experiences. By participating in engaging, motivating and achievable tasks and activities in a woodland environment, children have an opportunity to develop intrinsic motivation, and sound emotional and social skills. These skills, through self-awareness, can be developed to reach potential.

5. Observation and Assessment

At Wrotham Road Primary School, on-going assessment is an integral part of the learning and developing process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations and judgements are recorded using Target Tracker and used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

Target Tracker is used to record judgements against the Foundation Stage Profile. This allows us to collate all of the data and measure progress, highlighting children that are achieving more than/ less than expected progress and so allowing us to tailor the curriculum accordingly.

At the end of the EYFS, staff complete an EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals (ELGs), indicating whether they are:

- *Meeting* expected levels of development
- *Exceeding* expected levels or,
- Not yet reaching expected levels (*Emerging*)

This profile also reflects on-going observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

Children learn to be strong and independent from observing and developing secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners:

We acknowledge 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 their children. We work in partnership with our families providing a strong induction process, involving home visits and informative parent workshops.

Parents are informed, on a termly basis, of themes covered and are offered suggestions of how to support their child at home, enabling the children to become more independent and resilient individuals. We also send 'Home Learning Challenges' with activities for parents to do with their children. As well as providing many opportunities for parents to come into school and get involved, such as, Christmas craft afternoon, Mother's and Father's Day and other community celebrations.

At Wrotham Road Primary School, we use Target Tracker and 'My Learning Journey' as a means of recording developments at home and at school.

Transition:

We develop strong links with our main feeder pre-school settings to improve school readiness, as well as continuing to recognise and value the many other settings through promotion of our information packs and transition procedures.

The Pathway Academy Trust, there is an opportunity for EYFS and Year 1 teachers to meet and discuss the children's level of development. Early Learning Goals, and any other individual information.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are, outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be, reviewed and revised by Nicole Caulfield DCEO every 2 years or sooner if required.

At every review, the policy will be, shared with the Board of Directors.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection policy (SCHOOL)
Procedure for responding to illness	See Health and Safety policy (TPAT)
Administering medicines policy	See First Aid Medicines and Medical Needs Policy (TPAT)
Emergency evacuation procedure	See Health and Safety policy (TPAT)
Procedure for checking the identity of visitors	See Child Protection policy (SCHOOL)
Procedures for a parent failing to collect a child and for missing children	See Child Protection policy (SCHOOL)
Procedure for dealing with concerns and complaints	See Complaints policy (TRUST)