



Early Years Foundation Stage Policy

Mission Statement

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 secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children with what they need to make the most of their abilities and talents as they grow up. ('The Statutory Framework for the Early Years Foundation Stage.' DfE March 2021). 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:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **children develop and learn in different ways and at different rates.**

A Unique Child

At Wootton St Andrew's C of E Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their home environments and school and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are encouraged to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of the growth mindset. They are taught that they can 'grow their brains' so that they understand that everyone can learn with practice and effort. The children are

taught how to learn and how to become successful learners. We encourage skills such as conflict resolution and using peers to help and support before adult intervention is required.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Wootton St Andrew's C of E Primary School are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability. We teach children that practice and effort lead to learning and improvement. Coordinators planning enables all children to access the learning and to achieve as highly as possible. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. In the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, their experiences and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. We provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

Positive Relationships

At Wootton St Andrew's C of E Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise the important role parents play in educating the children.

We do this by:

- talking to parents/carers about their child before their child starts our school. Each family is given an invitation to visit the unit and meet the staff in July before a September start
- parents/carers are invited to attend an individual 'settling in' consultation in the first half term to discuss their child's transition and progress
- open door policy
- providing parents with a written report on their child's attainment and progress at the end of the school year as well as their characteristics of learning
- encouraging parents to contribute observations using profile booklets which are sent home
 - sharing our approach to reading and love of books through our library book scheme

Staff develop good relationships with all children and their families, interacting positively with them and taking time to listen to them.

We have good links with the local feeder day care and regular contact is undertaken throughout the year. The EYFS coordinators liaise with staff regarding new intake children.

When children transition to year one, the children take part in two transition days with the new teacher in the new classroom. Information that is shared with parents in the annual school report is shared with the class teacher with their statutory meeting with the foundation stage coordinators.

Enabling Environments

At Wootton St Andrew's C of E Primary School we recognise that the environment plays a major role in supporting and extending the children's development. The role of both the indoor and outdoor environment provides opportunities for child initiated activities reflecting their interests so they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. The resources are checked on a daily basis to ensure that they are clean and safe to use both inside and outside. Risk assessments are made of all the activities and resources and the children are taught to use all the resources and apparatus appropriately to ensure that they are aware of how to keep themselves safe.

Observation, Assessment and Planning

Each area of learning and development is implemented through planned and purposeful play through a mix of adult and child initiated activities.

Children's needs, interests and stage of development are carefully monitored and assessed.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by coordinators and teaching assistants and are recorded and are evident in children's individual profile booklets. They also contain information provided by parents and other settings. Each child's progress is also recorded against 17 assessment scales derived from the ELGs (Early Learning Goals).

At Wootton St Andrew's C of E Primary School, we track children's attainment using the EYFS Profile each term. These assessments show the stage that each child has reached at a given point and show the progress they have made. If progress has not been made in line with expectations then interventions are put in place to support the children in developing the next step in their learning. This is also in line with the Special Educational Needs and Disability Policy.

Learning and Development

At Wootton St Andrew's C of E 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. The children have time and freedom to become deeply involved in the activities and their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

PRIME AREAS

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

SPECIFIC AREAS

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are delivered through teacher led and free flow opportunities. They are equally important and depend on each other

The EYFS class has their own outdoor area used all year round in all weathers (unless contrary to our risk assessment). Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

This policy links to our policies on:

- Teaching and Learning
- Assessment
- SEND
- Equality and Diversity Policy

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