

Early Years Foundation Stage Policy



We strive to cooperate with members of our community to feel valued, nurtured and empowered as they embark upon their journey to become the very best that God intended. Throughout their voyage of discovery with us, we ensure all children are provided with a rich curriculum, experiences which promote school courage and a strong moral purpose underpinned by our Christian values; preparing them to become compassionate citizens within our rural community and the wider world.

Revision History

| Date | By | Description | Review date |
|----------------|--------------|-------------|----------------|
| September 2024 | Lynsey Scott | Update | September 2025 |
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On a voyage of discovery; learning and growing together in the light of God.

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1.Statement of intent

At Wittersham Church of England Primary School, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children’s readiness for the next stage of their education, and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

2. 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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

3. Legislation

This policy is based on requirements set out in

3. Structure of the EYFS

EYFS at Wittersham school comprises of a single class – Windmills. The yearly intake is 20 pupils of reception age.

4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 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
- Physical development
- Personal, social and emotional development

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

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

When planning the early years curriculum, the class teacher will consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. There is a strong focus on the prime areas with increasing teacher directed sessions as the year progresses. Planning will stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. The class teacher and support staff will reflect on the different rates at which children are developing and adjust their practice appropriately. Phonics and early Reading will be taught from term one following the Little Wandle Programme.

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring

- Active learning
- Creating and thinking critically

For children whose home language is not English, the class teacher will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Staff will ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. All staff members will have due regard to the learning and development requirements as set out in the school's Early Years Teaching and Learning Policy.

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

4.2 Teaching

Wittersham school recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development. The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside. Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas.

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon. Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

5. Assessment

During the first six weeks of children starting school, children will complete the Reception Baseline Assessment. This is a statutory requirement.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child. The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in the assessment processes to provide a well- rounded picture of their development and attainment. New learning is recorded using Tapestry, which parents can access.

The EYFS Profile is completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers. Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents. If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support.

7. Safeguarding and welfare procedures

The school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behavior and maintain records, policies, and procedures.

Child protection

Staff will be alert to any issues of concern in the child's life at home or elsewhere. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training.

The DSL is Mrs Stella Coulson. The deputy DSLs are Mrs Lynsey Scott, Mrs Lucy Avena and Mrs Claire Sterriker-Rhodes.

The DSL will be responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

The school will inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years as part of or PHSE curriculum.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Mrs Lynsey Scott (Assistant Headteacher) every year. At every review, the policy will be shared with the governing board.

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 and safeguarding policy |
| Procedure for responding to illness | See health and safety policy |
| Administering medicines policy | See supporting pupils with medical needs policy |
| Emergency evacuation procedure | See health and safety policy |
| Procedure for checking the identity of visitors | See child protection and safeguarding policy |
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy |
| Procedure for dealing with concerns and complaints | See complaints procedure |