

Early Years Foundation Stage (EYFS) policy

Woodbridge School Prep

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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 guardians
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

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

2.1 Policies to be read alongside this document:

Woodbridge School's 'Special Educational Needs and Disability Policy'.

Woodbridge School's 'Marketing and Assessment Policy'.

Woodbridge School's 'Marking and Assessment Policy'.

Woodbridge School's 'Reporting to Parents Policy'.

Woodbridge School's 'Safeguarding Policy'.

Woodbridge School's Pupil Supervision Policy.

Woodbridge School's 'Recruitment and Appointment Policy and Volunteer Agreement'.

WSP Parent Handbook

EYFS Information to Parents' Booklet

3. Structure of the EYFS

EYFS at Woodbridge School Prep consists of Reception aged pupils.

4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 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

Staff plan activities and experiences for children that enable children to develop and learn effectively. In the Early Years Foundation stage, children progress in two ways: they acquire skills, knowledge and understanding, and they also progress in terms of their ability to learn effectively in a variety of different contexts. Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. We make the most of our grounds and resources and plan through a cross curricular approach across the specialist subjects to support the EYFS goals. Staff plan activities to foster, through all five senses, an awareness and appreciation of both the natural and man-made environment.

The statutory framework identifies the seven areas of learning each child ages three to five must experience and the stepping stones along which children progress towards the early learning goals. This document forms the basis of our planning which aims to provide key experiences in each area.

The three prime areas:

Personal, Social and Emotional Development

The disposition to learn, confidence to try new activities, self-confidence and self-esteem; working as part of a group; taking turns and sharing; understanding what is right and what is wrong; personal care; independence and skills for independent learning; understanding and valuing differences between people.

Physical Development

Whole body and fine co-ordination skills; moving with control and co-ordination; using large and small tools, gaining manual control and safe handling skills; learning about good health.

Communication and Language

Language and interaction skills, listening, extending vocabulary, role play and confidence in speaking in arrange of situations.

And the four specific areas:

1. Literacy

Recognition and use of letters, early reading skills, recognizing their own name and some familiar words; understanding the enjoyment of books; early writing skills, writing their own name and other simple words, attempting to write for a variety of purposes.

2. Mathematical Development

Recognising numerals, counting, sorting, comparing and sequencing, recognising and recreating simple patterns; using language to compare numbers, practical problem-solving, practical application of mathematical ideas in play activities; practical understanding of number operations such as addition, subtraction, shape, position, size and weight.

3. Understanding the World

Exploration, experience and scientific observation; the natural world, growth and change; designing and making skills, using technology to support learning, past and present family events, awareness of surroundings and features of places; a sense of community, understanding their own and other cultures and beliefs.

4. Expressive Arts and Design

Colour, texture and three-dimensional form, music making, self-expression, sensory experiences, using and exploring a range of creative media to reflect experiences and ideas.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

The three characteristics of effective teaching and learning are also taken in to account when planning and guiding children's activities.

- playing and exploring - children investigate and experience things, and 'have a go'.
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Curriculum planning is carried out in three phases: long term, medium term and short term. Long, medium and short term plans are kept and reviewed by the Head of Woodbridge School Prep. Short term plans are completed by the class teachers and used as working documents for evaluation and to review child development.

4.2 Teaching

The EYFS is about structured, active learning which is relevant to the developmental stage of each child. It progresses at a rate and pace that is stimulating and challenging and is, above all, fun. When activities are seen to be purposeful and enjoyable, children are easily encouraged to become involved and therefore learn. All activities are designed to develop specific skills, although there must always be flexibility. Structure supports emotional security, the formation of concepts and the acquisition of skills, and flexibility allows the children to venture from security to challenge, in their own way and at their own pace. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

The Foundation Stage uses a variety of teaching and learning styles. Our principal aim is to develop children's knowledge, skills and understanding through a balance of child-led and teacher-initiated activities. Through play, the children can consolidate and practice their learning as well as

developing their ability to co-operate, to negotiate, to meet new challenges, to solve problems and deal with situations and emotions.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

For effective learning to take place, it is important to start from what the child can do, and match activities to the individual child's stage of development in all areas of learning. This ensures skill progression and provides each child with a sense of achievement. Depending on the learning context and intention children may work as a whole class with differing expectations, in an independent group requiring only initial adult input, in a small group with close support or on a one to one basis. The support is provided by the class teacher, the teaching assistant or an additional adult. Friendship groupings, cooperative or partnered tasks are also used. A whole class activity, e.g. large-scale painting or construction can promote a sense of community and be accessed by children of differing abilities in their own way.

Appropriate support is given for children with additional learning needs and there is careful monitoring of their development. Extension activities are planned for those children who are ready to take their learning on a stage further.

All children in the Foundation Stage have access to the curriculum whatever their ability and individual needs. Learning opportunities are provided to enable all children to make progress and to meet the needs of those with special educational needs, those with disabilities, those with special gifts and talents and those for whom English is an additional language.

In these early years, children show a wide range of different abilities, different learning styles and different levels of motivation. However, if through observations and collected evidence, concerns are raised about a child who is experiencing obvious difficulties or a significant barrier to learning, then steps are taken to identify his or her needs and the required action. When the possibility of additional learning needs is raised, building positive relationships with parents is especially crucial, in order to provide the most appropriate help. A specialist may be called in to observe and give advice. After discussion with the class teacher and special needs co-ordinator, an Individual Educational Plan (IEP) may be created to address specific targets.

This should be read in conjunction with Woodbridge School's 'Special Educational Needs and Disability Policy'.

5. Assessment

At Woodbridge School Prep, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

During the first few weeks in school each child is given a Baseline Assessment. This test has been developed for specific use with children aged four and five years when they start school. The assessments offer information about language and communication, literacy and mathematics.

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Children in the Foundation Stage are assessed from three aspects:

- Daily observations (targeted and incidental);

- On-going Formative Observational Profiles;
- Termly Summative assessments.

Effective planning is informed by assessment and daily plans are influenced by short term assessments. With the very young children, much assessment stems from planned observation which may focus on a particular skill and is then recorded. Observing children's play is the key to understanding their interests and learning needs and may again be pre-planned or spontaneous. Sharing of information, discussion and reflection takes place regularly between colleagues.

In the Reception class, children are involved in making decisions about their own learning and this informs short term plans. Assessments monitor a child's development and measure progress towards the Early Learning Goals. These inform planning of the next unit of work for a group or the next steps needed for an individual child.

Reception pupils have formal standardised assessments in the Lent and Trinity Terms which provide a summary of each child's progress. This information is passed onto the next teacher to aid planning for the new school year. There is also a verbal "handover" so the specific needs or strengths of children can be discussed.

At the end of the Foundation Stage, Reception teachers will assess each child's development in relation to the Early Learning Goals using the EYFS Profiles. Exemption from the learning and development requirements in the 2019 Statutory Framework for the Early Years Foundation Stage (EYFS) has been taken up, however all EYFS safeguarding and welfare requirements still apply. Again, close liaison between teachers ensures smooth transition into Year 1.

This should be read in conjunction with Woodbridge School's 'Marking and Assessment Policy'.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing 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

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. At Woodbridge School Prep parents and guardians are encouraged and welcomed to have the opportunity to be engaged with and take part in their children's learning. This is facilitated through a variety of different events both formal and informal.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person (the Form Teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

There are daily opportunities for informal discussion and sharing of information between parents, teachers and assistants. An Information Evening/Meet the Teacher takes place at the start of the academic year. Formal parents' evenings take place each term. Comparative perceptions about progress and concerns can be shared at these times within the parameters of a supportive framework.

Parents are encouraged to contribute to an informal review of their child's start to school life through the form 'My life at school so far'. This process is repeated in the Lent term.

Written reports which identify significant developments in learning or highlight areas for targeting go out at the end of the school year. They provide feedback in relation to the child's achievement against the EYFS profile.

This should be read in conjunction with Woodbridge School Prep – Parent Handbook

7. Safeguarding and welfare procedures

This area is covered by the Safeguarding (including Child Protection and EYFS Policy). Designated EYFS cameras and mobile phones include 1 camera and an IPAD in the EYFS and the Head of Woodbridge School Prep's designated school phone.

All EYFS staff will have up to date Safeguarding training (including FGM) and Prevent Duty training.

This should be read in conjunction with Woodbridge School's 'Safeguarding Policy'.

All EYFS volunteers will have completed Safer Recruitment checks.

This should be read in conjunction with Woodbridge School's 'Recruitment and Appointment Policy and Volunteer Agreement'.

All staff who come into contact with EYFS will have signed a 'Disqualification by Association Declaration'. All EYFS staff have up to date Paediatric First Aid (in line with current guidance). No prescription medicines will be administered unless prescribed for a child by a doctor, dentist, nurse or pharmacist.

7.1 Face Paint

Children in EYFS will only be applied with face paints after written permission from parents. For the safety of children the School will not paint anyone who appears to be suffering from a cold sore, conjunctivitis or any other skin complaint or who has an open cut to their face.

7.2 Supervision of pupils

Children in the EYFS setting are supervised throughout the school day in line with statutory ratios. They are taught by the Class Teacher (Qualified Teacher) for the majority of the day (ratio no more than 1:30) and at other times by specialist staff (Qualified Teachers ratio 1:30). In addition they have a full time level 3 qualified Teaching Assistant working with the children. During morning and after school care and clubs, the children are supervised by a Level 3 qualified TA or Qualified Teacher. On occasion they are supervised after school by other Teaching Assistants and if the ratios exceed 1:8 then a qualified member of staff is within hearing distance. At break times there are two members of staff on duty, one of whom is either a level 3 qualified teaching assistant or a qualified teacher at least one of whom has Paediatric First Aid.

This should be read in conjunction with the EYFS Information to parents' booklet and Pupil Supervision Policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Head of Woodbridge School Prep every two of years.

At every review, the policy will be shared with the governing board.

Ensuring the “Curriculum Guidance for the Foundation Stage” is being fully implemented, monitoring the standards of children’s learning through play and work, and the quality of teaching is the responsibility of the Director of Studies. The EYFS Co-ordinator encourages and mentors EYFS staff, informing them about current developments and new initiatives and promoting the profile of the Early Years throughout the School.

Georgina Hill is the Co-ordinator of EYFS and Nicola Mitchell deputises as required.

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 Safeguarding (including Child Protection and EYFS) Policy
Procedure for responding to illness	See First Aid policy
Administering medicines policy	See First Aid policy
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See Safeguarding (including Child Protection and EYFS) Policy
Procedures for a parent failing to collect a child and for missing children	See Missing Pupil policy
Procedure for dealing with concerns and complaints	See Complaints policy