



**WALKERINGHAM
PRIMARY SCHOOL**
think smart be kind

Policy name: EYFS 2023-24

Reviewed by the Headteacher
This policy will be reviewed annually

Introduction

At Walkeringham Primary School we believe that every child deserves the best possible start in life to fulfil their potential. Children develop very quickly in their early years and the experiences they have with us will have a major impact on their future lives. We pride ourselves on providing a safe, secure and happy environment for the children to flourish in with strong parent partnerships to help the children make the most of their abilities and talents as they grow. We refer to the Early Years Foundation Stage as Nursery (FS1) and Reception (FS2)

Aims

It is every child's right to grow and flourish in a safe, secure and happy environment and that is what we strive for at Walkeringham Primary School.

We will provide a broad and balanced curriculum, which will enable children to strive personally, socially, emotional and intellectually to reach their full potential. All children are valued for their uniqueness and our teaching and learning is based on the understanding that all children develop at different rates.

At Walkeringham Primary School we aim to:

- Provide a safe, secure and happy environment for children to flourish in.
- Provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential and prepares them for Key Stage 1.
- Have strong links with parents and carers to enhance the children's learning.
- Foster the children's independence and encourage them to be strong, independent learners.
- Use and value what each child can do, encourage their interests, assess their needs and help to progress.

The Early Years Foundation Stage

The Early Years Foundation Stage is built upon seven key features:

- **The Best for Every Child:** All children deserve to have an equal chance at education. High quality education is inclusive.
- **High Quality Care:** The child's experiences are central. Children will be well cared for and nurtured.
- **The Curriculum:** The curriculum is ambitious and careful sequencing develops the children's learning over time. Focus on the depth of understanding.
- **Pedagogy:** Understanding how children learn. Every child can make progress in their own learning, with the right help. High quality play is modelled, encouraged and celebrated.
- **Assessment:** Noticing what a child can do and what they know. Observing children during play to build a well-rounded picture of the child's abilities.
- **Self-Regulation:** Children develop their concentration skills, being able to hold information in their minds and using it for future events. Language development is a key skill to be nurtured.

- **Partnership with Parents:** Developing positive relationships with parents built on open and regular communication.

Learning and development is categorised into three prime areas of learning:

- Communication and Language (Listening, Attention & Understanding, Speaking)
- Physical Development (Gross Motor Skills, Fine Motor Skills)
- Personal, Social and Emotional Development (Self-Regulation, Managing Self, Building Relationships)

Additionally, four specific areas support the three prime areas:

- Literacy (Comprehension, Word Reading, Writing)
- Mathematics (Number, Numerical Patterns)
- Understanding the world (Past & Present, People and communities, The Natural World)
- Expressive arts and design (Creating with materials, Being imaginative and expressive)

Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- Creating and thinking critically

We plan our year around the Early Years Foundation Stage to make sure that children experience as rich and meaningful learning as possible. Good planning is the key to effective, exciting and progressive learning. Effective learning builds on and extends what children know and can already do. Our planning shows how the children's learning is linked to the areas of development. The children will have whole group and small group time which increases as they progress through Foundation 2. The children have daily Phonics, Mathematics and Literacy sessions along with shared reading and writing.

At Walkeringham Primary School we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led activities would provide the most effective learning opportunities. Our members of staff work alongside children's play to move thinking and learning to the next level through questions, role modelling and/or partnership learning.

Observation and Assessment

At Walkeringham Primary School the individual child is at the centre of our planning. This is achieved through observations and assessments. This on-going observation and assessment is key to effective early years practise. Observations of the children are done by all members of staff on school tablets. The observations of the children build up a learning journey and a well-rounded picture of the

children's personality and abilities over the year. The children's learning journeys will be sent home at the end of each term.

We make regular assessments of the children's learning and progress throughout the year and use the information to ensure that future planning reflects the identified needs. Parents and guardians are invited to discuss their child's progress and next steps during each term.

At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 16 early learning goals, indicating whether they are;

- 'Expected' - meeting expected levels of development
- 'Emerging' - not yet reaching the expected levels of development

Children's development levels are assessed as the year progresses. If a child's progress in any of the prime areas gives cause for concern, practitioners will discuss this with the child's parents/carers and agree how to support the child.

Learning Environment

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities. The classroom is set out in such a way that children can explore and learn in a safe environment. Equipment and resources are accessible and can be located and used independently by children.

The outdoor area is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences. The children keep wellies and outdoor coats in school in order to make full use of the outdoor environment.

Purposeful play-based activities are planned, resourced and observed in the learning environment to support and challenge children's learning.

Home and School Links

We recognise that parents/carers are the first and most enduring educators and we strive to create and maintain partnerships with parents and guardians. This can have a very positive impact on the child's development but relies on a two-way flow of information, knowledge and expertise. Working together will have a very positive impact on the child's education through life.

We will develop the working relationship between school and parents/ carers by:

- Providing a smooth transition, with visits to home to discuss the movement into school with parents/carers.
- Outlining how the curriculum is delivered and how important the contribution of parents/carers is during the new parents meeting in July.
- Holding regular parent meetings every term to discuss next step and progress.
- Operate an 'open door' policy that will allow parents and carers to discuss any concerns and developments in an informal manner.

- Opportunities for parents and carers to visit the school on a volunteer basis to assist with learning.
- Newsletters and progression documents available for parents/carers via letters, Class Dojo and the website to keep up to date on their child's learning.
- We send home 'Kelvin Koala's Adventure book to enable children and their parents/ carers to record events, activities and achievements at home during the week.
- Regular sessions for parents/carers invited in to school to celebrate the children's learning and join them for activities.

Intimate Care

'Intimate' care is anything that involves washing, touching or carrying out a procedure that most children can carry out themselves. However, depending on the children's age and stage they may need some support, for example, wiping after the toilet or changing after having an accident. Every child has the right to have a professional approach from all staff, and we work in partnership with parents to give the right support for the individual child. We do encourage all parents/carers to ensure that their child is as independent as possible prior to entry into Team Nightingale. This is to empower your child in their learning and independence in this exciting stage in their life-long learning journey.

Staff in Team Nightingale are trained in intimate care and keep a thorough, confidential record of any care given. Parents/carers will be informed as soon as necessary and asked to sign an acknowledgement form if a member of staff has had to provide intimate care to their child.

In cases where intimate care is given regularly an intimate care plan may be necessary. This will be actioned by the SENDCo in partnership with the class teacher.

Inclusion and Equal Opportunities

The Early Years Foundation Stage is taught in accordance with our present Equality Policy. Children with Special Educational Needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. All children throughout our school are encouraged to develop positive attitudes towards people of different ethnic groups, cultures, beliefs, gender and ability. We fully believe that everyone is unique. All staff in school are role-models and are aware of the influence they have in promoting positive attitudes.

Children with special education needs in EYFS will be provided with a range of opportunities to enable them to access the curriculum fully. In some cases, the SENDCo may request a review meeting to identify targets and support specific areas of development. The school's SEND coordinator is responsible for providing additional information and advice to staff and parents and arranging external intervention and support if necessary. More information can be found in the present SEND Policy.

At Walkeringham Primary School we pride ourselves on the inclusive approach to teaching and learning and our partnerships with parents and the wider community to ensure the very best for our children.