

Westhouses Primary School

EYFS Policy



Revision History

REVISION	DATE	NAME	DESCRIPTION
1.0	12.05.2021	Kristy Coupe	
1.1	20.04.2023	Juliette Whitby	Reviewed
1.2	24.04.2025	Kristy Coupe	Reviewed & Updated

Approval History

REVISION	APPROVAL DATE	APPROVED BY	SIGNED
1.0			
1.1	25.04.2023	Simon Taylor	
1.2	24.04.2025	Simon Taylor	

Review date: 25.04.2027

Westhouses Primary School

Early Years Foundation Stage policy

At Westhouses Primary School we believe that good Early Years education is essential for developing a firm foundation for future learning and personal development.

Our Aims:

- To provide a secure, safe, caring and stimulating environment.
- To ensure that all children are valued.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities to learn through direct experience, enquiry and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.
- To encourage independence and confidence.
- To value the role parents and carers can play to work together in partnership.

How do we do this?

At Westhouses Primary School we want children to be engaged in the learning process and for their learning to be relevant and purposeful. We believe that children learn best through 'doing'. Play, both indoors and outdoors, is an ideal vehicle for children's learning. Through their play, children explore, investigate and make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practise and rehearse skills. It also enables them to be motivated in their learning.

The Learning Environment

Our EYFS class is made up of Foundation 2 Reception pupils (4 and 5 year olds) and Foundation 1 Nursery pupils (3 and 4 year olds)

The Early Years classroom is organised in a way which allows the children to explore and learn securely and safely. We aim to create a calm, attractive and stimulating learning environment where children feel confident, secure and challenged. There are areas where the children can be active, be quiet and enjoy group or individual play. The children are encouraged to access areas and resources independently. All seven areas of learning are

planned for, ensuring a comprehensive and stimulating learning environment. The school has a secure, enclosed outdoor learning environment as well as the indoor learning environment and an adjoining canopy area protected from the weather. There are opportunities for self-selection in all areas as well as activities planned by the class teacher. Play based learning is paramount and children direct their own learning from carefully planned opportunities.

Classroom Organisation and Resources

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 Early Years environment provides the following areas:

- Role play area
- Large and small construction
- Sand and water
- Reading corner with a range of fiction and non-fiction books
- Writing area with a range of writing resources
- Investigation area with access to resources
- Table top and small world toys
- Laptops / iPads
- Interactive whiteboard
- Malleable materials such as play dough
- Musical instruments
- Painting and creative equipment
- Maths games and equipment
- Vehicles e.g. bikes, scooters
- Physical equipment

Planning

The Early Years Foundation Stage is based around four Key Themes, three Prime Areas of Learning and four Specific Areas of Learning.

The themes:

- A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured. Children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional – is equally

important. We embrace the characteristics of effective learning – playing and exploring, active learning, being creative, and thinking critically.

- **Positive Relationships**

Friendships and relationships are an important part of every child's early development. At Westhouses Primary School we help pupils to understand and manage their own feelings and become more caring towards others. We actively promote British Values incorporating the overriding principles of democracy, rule of law, individual liberty, tolerance and mutual respect.

- **Enabling Environments**

The environment plays a key role in supporting and extending children's development and learning. The planning for Reception is based around termly topics. These plans are used as a guide for weekly planning; however, these may be altered in response to the needs, achievements and interests of the children. We make on-going assessments of children's learning and we use this information to ensure future planning reflects identified individual needs.

- **Learning and Development**

Children develop and learn in different ways and at different rates, therefore, all areas of learning and development are equally important and inter-connected. Through indoor and outdoor play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practice skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems in the environment, and this enables them to take risks and use trial and error to work things out.

The three Prime Areas are:

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

The four Specific Areas are:

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

Children are provided with a range of rich, meaningful, first-hand experiences in which they explore, think creatively and are active. We plan learning experiences from the children's interests and believe they should play an active role in generating ideas for the curriculum. The children are taught 6 topics throughout the year based on the seven areas of learning.

Weekly Continuous Provision plans for both indoors and outdoors are based on all prime and specific areas of learning. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. There are at least two adult-led teaching sessions per day. 3 Literacy and Mathematics lessons takes place each week. This allows the teacher to interact, stretch and challenge children further.

All children participate in a daily phonics lesson following the Little Wandle Letters and Sounds Revised programme. This is introduced to Nursery pupils (Phase 1) and is followed through Reception (Phase 2, 3 and 4). The pupils in Reception also participate in Little Wandle Reading Practice Session daily, to embed their phonic skills.

Literacy lessons for Reception are chosen from the Literacy Tree schemes of work. We also use the Drawing Club programme to develop writing skills.

For both Reception and Nursery Mathematics, we adopt the White Rose Maths approach to our teaching, which ensures progression and coverage throughout the year. In Reception, we also supplement this with the Mastering Number programme to embed number knowledge.

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. This includes some handwriting practise and more written work.

Other schemes followed:

Science – Developing Experts,
Music – Charanga,
RE – Derbyshire Agreed Syllabus

Assessment

Children entering school are observed during their first weeks to provide baseline information. Reception children are assessed using the Government Baseline Assessment. Monitoring of each child will take place through daily observations, discussions, photographs and record keeping and planned assessments. Some work and achievements are recorded on the Seesaw platform. This uses photographs and notes to share childrens' successes with their parent/carer. Summative assessments are completed 3 times a year by the class teachers, teaching assistants and key workers. This data is entered onto the school's online assessment platform (Eazmag). Information from the assessments are used to inform future targets and ensure all children are making good progress. At the end of the

Reception year, the final assessments for each child are sent to the Local Authority. Pupil progress meetings are held each term with the Head teacher to discuss the children's progress. Parents receive an annual report outlining their child's achievements in the Early Years Foundation Stage. A meeting for parents to discuss their child's progress takes place twice a year in the form of a Parent Consultation. The Early Years Foundation Stage Profile (EYFSP) is discussed with the Year 1 teacher so that they can continue to help the child achieve the early learning goals if they have not done so before they can access the KS1 curriculum.

Induction procedures for children

Children are invited to attend our school for transition sessions before they begin full time education or take up their Nursery place. Prior to children starting school or nursery, the class teacher will visit them at home and their current nursery/childcare provider if applicable. During this meeting the school's routines and procedures are explained. Parents/carers are given the opportunity to ask any questions they may have about starting school or nursery. The staff develop close working partnerships with parents and carers, so that children feel happy being in school. Parents are encouraged to approach staff at the earliest opportunity if they are at all concerned about any aspect of their child's school life. Teachers are available in a morning and after school for parents to discuss any matters related to their child.

Records from previous childcare providers are sent to the Early Years teacher when the children start school. The Early Years teacher will liaise with previous childcare providers in order to make transition as smooth as possible.

Equal Opportunities, special needs and social inclusion

In line with the school's Equal Opportunities policy, no child will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability. In the Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of every child. Children will be encouraged to value one another and staff equally, participate in and have access to all learning activities in the setting and respect similarities and differences between other cultures and their own. Assessments and teacher observations are used to identify children who may have specific needs within the first term following admission. The school follows the SEN Code of Practice and parents and pupils are involved at all stages. Staff ensure that all children have equal access to the Early Years Foundation Stage Profile.

Safeguarding and welfare procedures

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

In order to promote the health and wellbeing of all children we:

- promote the safety and welfare of the children in our care
- regularly liaise with parent/carers to ensure that individual needs are met as appropriate
- discuss children's dietary needs with parents and acted upon as appropriate so fruit and milk are available
- promote good health and prevent the spread of infection by taking appropriate action when children are ill and support them with self-care.
- a qualified first aider is accessible
- accidents and injuries are recorded in an accident book.
- • manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development and in line with our behaviour policy
- ensure that adults who have access to children, or who look after children are suitably vetted and trained.
- ensure that the settings are fit for purpose and that furniture and equipment is safe.
- A fire and emergency evacuation procedure is in place with regular practice evacuations
- maintain records, policies and procedures required for safe and efficient management of the setting.