



Upton Westlea Primary School
Early Years Foundation Stage Policy

"This is the best day ever!"

Introduction

Welcome to Upton Westlea Primary School. Starting school is one of the most important milestones in our children's lives. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and enjoyable environment. Our aims as an Early Years team are embedded in the Whole school policy and are to:

- develop children's confidence and self esteem, self-discipline and respect for the welfare of others;
- achieve personal and social development, to feel safe and secure in a stable environment where people care for their well being.
- To be physically and emotionally healthy and to lead a healthy lifestyle, to feel part of a caring community.

We all work for our school to be a happy place where outstanding behavior is expected and all children enjoy their learning journey from Nursery to Year 6!

Staff

Nursery (Foundation 1)

Mrs K Carver Class Teacher

Mrs S Gittens (Welfare Assistant)

Reception (Foundation 2)

Mrs E Clements Class Teacher (Mon, Tues, Wed)

Mrs B Davies, Class teacher (Thurs, Fri)

Miss Shepherd (Higher Level Teaching Assistant)

Mrs Speed (Teaching Assistant)

Mrs A Lennon (Teaching Assistant)

At Upton Westlea School we are committed to underpinning our provision with the four principles of the Early Year Foundation Stage.:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Upton Westlea Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children at Westlea Primary School are treated fairly, regardless of race, religion or abilities. All children and their families are valued within our school.

In our school, we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy)

Positive Relationships

All children are greeted as they come into school daily by all staff at school. At Upton Westlea Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents and Carers, as Partners

We value the support of parents from the onset. In Nursery and Reception, parents are invited to meet their child's teacher in the Summer term before the children start at Westlea. Additionally, home visits are offered as part of the transition into Nursery and Reception. This supports a positive relationship with the children and parents ensuring a smooth transition into school. We also ask parents to fill in a questionnaire at the beginning of the school year to help us learn as much as possible about their child. Literature to support the parental role in early learning is given to all parents prior to their child's entry to the school.

Throughout the year, we invite parents into school for 'drop in' or 'Stay and Play' sessions to share Learning Journals. (We try to alternate the days of drop ins to support working parents). Additionally, we regularly send newsletters and Home contribution comment sheets for parents (and children) to complete about out of school activities like swimming lessons or just a lovely day out! Parents are invited to various celebrations throughout the year. We also have a parent noticeboard in the entrance to Nursery.

All Reception children have a Reading Record book as do all the pupils at Upton Westlea. Support from parents for homework tasks is required.

In the mornings, we are generally available for a quick chat, but if parents require a more in depth meeting we are available after school. Parents can also phone school or email if they find it difficult to get into school due to other commitments.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistant.

Parents receive information on the Early Learning Goals early in the Spring term to enable them to become familiar with the requirements and terminology.

Parents Evenings are held in the Autumn, Spring and Summer Term.

Enabling Environments

At Upton Westlea Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children can find and locate equipment and resources independently. The EYFS classes have their own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in diverse ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Resources

We plan a richly resourced leaning environment and add to this throughout the year. We believe the Provision should be developed with the children throughout the year to give them a sense of belonging and ownership. Staff are mindful of maintaining resources and these should have an impact on learning with evidence the children are moving forward. An additional aim within the provision is to provide differentiated activities within the same areas of the classroom; for example, in the mark making area, providing chunky larger writing materials for some children, whilst also providing finer materials for others.

Learning and Development

From September 2012, the reformed EYFS comes into effect.

Key changes to the learning and development requirements:

Areas of learning and development: now consist of 3 prime areas (knowledge and skills) and 4 specific areas.

Learning and Development

These seven areas of Learning and Development are interconnected. Three areas (the prime areas) are crucial to develop lifelong learning and to help children form relationships

- Personal, Social and Emotional Development - children develop confidence and self-esteem, learn how to manage feelings and respect others
- Communication and Language - children have opportunities to speak and listen in a range of situations and experience a rich language environment
- Physical Development - children have opportunities to be active and develop coordination (both gross motor and fine motor); they learn about healthy choices

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

- Literacy - involves children learning how letters link to the sounds and begin to read and write. We use the phonics play scheme, supported by other resources such as; Yellow Door and Espresso. As the children develop in confidence we consolidate learning through other phonics activities and resources.
- Mathematics - children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures.
- Understanding of the World - children have opportunities to find out about people and communities, the environment and technology.
- Expressive Arts and Design - involves exploring feelings and ideas through music, dance, role play, art and design.

We have a one year overview of topics in EYFS which is designed to provide a broad, balanced curriculum to cover all areas of learning and develop positive characteristics of learning. However, we also try to follow the children's interests when planning for each group of children and involve the children in choosing activities and resources. We value all areas of learning and development and understand that they are inter connected. Children and parents are encouraged to be involved in the next steps for learning through the children's learning journals and parent consultations. Child-initiated learning is an important part of our daily routine at Westlea and whenever possible adult-directed activities are play based, active and related to the children's interests. We aim to help children with their learning through observing, getting involved in their play, supporting their thinking and asking open questions.

Special Educational Needs

Extracted from whole school SEN policy-

It is important that children with SEN are identified early on in their school career so that support can be given. We do not feel that we are in any way labelling the child but we believe that problems dealt with sooner, rather than later, can be solved more successfully. It is to meet the child's needs, as they exist at that point in time. Each child must be allowed to succeed in whatever way possible and by ignoring the problem we may only be promoting failure.

It is for this reason that we have developed strategies to detect and to meet this notion of special needs within the school.

Parents will be informed of detection of problems at an early stage and informed continually as a programme is developed for their child. We feel that early contact with parents is important as information and help from parents at the onset of detection of problems may, in fact, be a positive factor in the elimination of such problems.

Equality Statement

At Upton Westlea Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Upton Westlea Primary School is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broad-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Observation, Next Steps and Assessment

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Westlea Primary School. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place daily (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations to capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, post-it notes, whole class next steps, photographs). All practitioners are involved in observing children.

Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are discussed regularly within the team; children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress. Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journals. Learning Journals record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations. Next Steps are recorded on whole class monitoring sheet and significant information is recorded in the children's adult led books. Additionally, if a Next Step has been identified, this will be encouraged and provided for in the child initiated play.

There is continuous monitoring and assessment of each child's development using the Early Years Foundation Stage Profile (2012). This is updated at least once each term to track individual progress. At the end of the year it provides a summary of every child's development and learning achievements. Baseline assessment is carried out during the children's first six weeks upon entering the setting. Judgments made on children's development are based on practitioners' evidence of children's behaviour observed independently and consistently in their child-initiated activities across all Areas of Learning and Development.

In the summer term the EYFS data is sent to County and practitioners will report whether children are meeting expected levels of development or if they are exceeding expected levels of development or not yet reaching expected levels (emerging). (Children who do not achieve all the Early Learning Goals by the end of the Reception Year continue to work towards them in Year 1). All attainment data is passed to the Year 1 teacher for continuity at this time of transition.

Parents receive information on the Early Learning Goals early in the Spring term to enable them to become familiar with the requirements and terminology.

At the end of the year staff evaluate the data submitted to the Local Authority through a series of questions and follow National press on trends found in the Early year's data. This information is used to maintain an awareness of all EYFS data.

Risk Assessments

Risk Assessments are displayed in each classroom and are updated when required.

Health and Safety

Foundation staff have first aid training including paediatric first aid training. In the summer months we provide sun-hats for all children. A full Health and Safety policy is available in school.

Snack Times

In the mornings, children are offered a piece of fruit and a light snack with a drink of milk or water. Water bottles are readily available throughout the day. The cost of the snack is £1.20 a week.

E Clements (EYFS Lead)

April 2017

Review April 2020