

Witherley C.E. Primary School



Early Years Foundation Stage Policy

Approved: Summer 2025

Next review: Summer 2027

Witherley CE Primary School

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Introduction and legal requirements

At Witherley CE Primary School we value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. We aim to ensure that each child has a happy and positive start to school life.

The EYFS guidance requires that children are given “a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.”

Early Years Foundation Stage statutory framework November 2024

Following the EYFS framework guidance we seek to provide:

A secure foundation – through learning and development opportunities which are carefully planned around the needs and interests of the children which are reviewed and assessed regularly.

A partnership – working between EYFS staff and parents or carers

Quality and consistency – to ensure that every child makes good progress

Equality and opportunity – to ensure that every child is included and supported

This policy should be read in conjunction with other relevant school policies including but not limited to our Keeping Children Safe in Education policy, ICT Acceptable Use and the Medication Procedures policy.

Roles and responsibilities

The school governing body have overall responsibility for the implementation of this policy.

The EYFS lead in conjunction with the headteacher has responsibility for ensuring the day to day implementation and management of this policy.

Aims

- To provide a successful transition from pre-school settings into the EYFS class for both pupils and parents.
- To make the child’s first experience of school happy, positive and fun, establishing a solid foundation for a love of learning
- To ensure that all children are kept healthy and safe
- To lay the foundations which underpin the basis of learning throughout the school.
- To encourage parents to become partners with the school in the education of their children.

- To provide a curriculum firmly based on active learning to meet the needs of individual children and which uses both the indoor and outdoor learning environment.
- To support children in building relationships by developing social skills such as cooperation and sharing
- To foster a love of learning, enquiring minds and the ability to discuss, adapt and negotiate.
- To prepare children for a seamless transition into KS1.

Our EYFS setting is guided by the *Birth to 5 Matters 2021* four guiding principles:

A unique child – every child is a unique child, who is constantly learning can be resilient, capable, confident and self-assured.

Positive relationships – children learn to be strong and independent through positive relationships

Enabling environments – children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents/carers

Learning and Development – children learn and develop at different rates

At Witherley we put these four guiding principles into practise by:

- providing a broad and balanced curriculum across the seven areas of learning, considering each child's stage of development.
- promoting equality of opportunities and anti-discriminatory practice.
- working in partnership with parents or carers
- considering language development as a key element for all children.
- planning interesting, engaging learning experiences based on individual needs through careful observations and assessment
- providing a safe and secure environment both indoors and outdoors for all learning and play.

Learning and Development

At Witherley we plan an exciting and challenging curriculum, this promotes the learning and development of the children in our care. We follow the curriculum as outlined in the Education Programmes of the *EYFS statutory framework, November 2024*. This ensures that the activities and experiences we provide “*enable the children to learn and develop, as set out in each of the areas of learning.*”

We offer an EYFS curriculum that is based on the needs and stages of development of the children in our care. We achieve this through a good partnership with our parents. A good partnership promotes the learning and development of the children to secure they are ready for their next stage of education.

The EYFS Curriculum consists of seven areas of learning and development. All areas are interconnected.

The three prime areas, which are the building blocks to support good development and happy, confident learners, are:

- **Communication and Language Development** - involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Personal, Social and Emotional Development** - involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Physical Development** - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity and its effects on the body, and to make healthy choices in relation to food.

These are strengthened and applied in the four specific areas

- **Literacy** - involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** - involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, problem solving using addition and subtraction; and to describe shapes, spaces, and measures.
- **Understanding of the World** - involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts & Design** - involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

At Witherley we plan activities to reflect the current theme, children's interests and individual circumstances in order to provide each child with a challenging, engaging and enjoyable experience. We offer an EYFS Curriculum which enables children to develop their minds and bodies through planned exploration and play and through a combination of adult-led and child-initiated activity.

These three characteristics of effective learning and teaching guide the activities that are planned:

Playing and exploring – the children investigate and experience things

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

Creating and critical thinking – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

The EYFS teacher will discuss any cause for concern in a child's progress with the child's parents (see our school SEND policy).

The learning environment and outdoor space

Our classroom is organised so that the children can explore and learn in a safe environment. The areas are arranged to develop independence, giving opportunities for our children to initiate their own activities with planned progression throughout the year. The resources are available every day and enhancements are added which link to our half termly curriculum themes and planning.

The children have daily access to our enclosed outdoor area. Our outdoor activities and resources are available daily unless severe weather would make outdoor learning unsafe or inappropriate.

We have 2 toilets, towels, water proof all in ones and spare clothes if needed.

Equal Opportunities

We believe that it is important to treat pupils as individuals regardless of race, gender, ability or other differences. We aim to provide equal opportunities throughout every aspect of school life.

Assessment

The reception baseline assessment (RBA) takes place in the first six weeks after a child starts school. The RBA assesses early maths, literacy and communication and language skills. The RBA provides an on-entry assessment of pupil attainment to be used as a starting point from which a progress measure to the end of KS2 can be created.

In addition to the RBA we make formative assessments to assess the learning and development of the children. The observations will also support the teacher's understanding of their level of attainment, interests and learning styles. The information will then be used to inform planning and to aid early identification of additional needs. Wherever possible, pre-school assessments and information are taken into consideration.

Observation and assessment is ongoing throughout the year and plays an important part in helping us to recognise children's progress, understand their needs, plan activities and assess the need for support.

Parents are kept up to date with their child's progress. The teacher will address learning and development needs in partnership with the parents or carers,

The EYFS Profile is currently completed at the end of the Reception year and forms the basis of the end of year report.

Safeguarding

At Witherley we take all necessary steps to keep the children in our care safe and well.

Any safeguarding or welfare issues will be dealt with in line with our Child Protection and Keeping Children Safe in Education policy.

Healthy and safety

A first aid box is located in a named drawer in the cloakroom area of the EYFS classroom.

The school's Medication Procedures policy is followed with regard to administering medicines.

Any injuries and accidents that occur during lesson time are recorded and parents informed in line with our Medication Procedures policy.

Any information about any dietary requirements, food allergies or any special health requirements a child may have will be recorded in the school office and the EYFS teacher will be informed.

The children have access to fruit and a drink at all times. The children are required to sit at the snack table in the classroom if they are eating a snack. During the day other food such as cereal and milk may be available. The children will eat this at the snack table.

Parent involvement

At Witherley we believe that the support of parents is fundamental to a successful EYFS. Parents are invited to bring their child into our classroom every morning. Parents are welcome to talk to the teacher at the start and end of the school day. We hold two parent's evenings during the year, in the Autumn and Spring terms.

We also engage with parents through informal chats, reading records and Class Dojo.

Parents sign a permission slip for school visits, community walks and use of their child's photo. They also complete an admission form and a medical form. As part of our induction the parents are also asked to complete an About Me booklet to help us understand their child's character, personality and interests.

Transition to school

The following process is in place for a successful transition to school:

1. Parents are invited to a meeting at school to meet staff, have a tour of the school, become familiar with the EYFS classroom. It is also a time to ensure they know about school procedures and to ask any questions they may have.
2. The EYFS teacher, with the headteacher, will visit each new child and their family in their home. The EYFS teacher will also endeavour to contact the child's nursery or pre-school setting and have a conversation with the child's key worker.
3. Each child is invited to a number of school visits in their new classroom. The first one is normally with a parent or carer.
4. The children will have a phased entry to school during the first week of school in the Autumn term. Half the class will attend on one day, the other half the following day, then all the children together on the next day.

5. In the Summer term and the following Autumn term the EYFS teacher and Y1/2 teacher will meet to discuss each child's development and needs in order to ensure a smooth transition in to Y1. The children will also visit their Y1 classroom during the Summer term.

If a child has additional needs they will be visited in their pre-school settings. They will also be invited to visit our setting with their parents or carers on additional occasions to ensure a good starting relationship and smooth transition into school thus enabling the school to better meet the child's needs.