

## WESTLANDS PRIMARY SCHOOL

### EARLY YEARS FOUNDATION STAGE POLICY

#### Introduction

"Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in it's own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."

- "Early Years Foundation Stage Profile"  
Department for Children, Schools and Families 2012

Early Years education is the foundation upon which children build the rest of their lives and is an education which encompasses all learning. This policy outlines the purpose, nature, and management of Early Years at Westlands Primary School.

The policy reflects the consensus of the whole teaching staff and has the support and agreement of the governing body.

#### The Early Years Foundation Stage Curriculum and Learning Environment

The Early Years Foundation Stage sets standards for the learning, development, and care of children from birth to five. In this policy, the early years education refers to all children in the Reception class at Westlands Primary School.

The EYFS is based upon four principles:

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

Positive relationships - Children learn to be strong and independent through positive relationships.

Enabling environments - Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents/carers and the child.

Learning and development - Children learn and develop in different ways and at different rates.

At Westlands Primary each child is viewed as an individual with specific needs being met in appropriate ways. We provide a broad and balanced curriculum that enables all children to develop personally, socially, emotionally, spiritually, physically, creatively, and intellectually to their full potential.

We adhere to the EYFS Statutory Framework, which separates the seven areas of learning into three 'prime areas' and four 'specific areas'

The three prime areas of learning are:

- Personal, Social and Emotional Development

Children are encouraged to develop personal independence such as dressing and undressing and managing own personal hygiene. We encourage children to have positive attitudes to learning and to develop confidence to be successful learners.

Children are encouraged to participate as effective members of a group and the whole class, as well as individuals. We set out clear class rules for children to follow which help them to understand the importance of acceptable behaviour towards others and to develop a sense of responsibility.

- Communication and Language

Children are given opportunities to talk and communicate in a language rich environment which allows them to practise and extend their range of vocabulary. We give children many opportunities to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books.

- Physical Development

Children are given opportunities to practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe.

The four specific areas of learning are:

- Literacy

Children are provided with a wide range of reading and writing materials to ignite their interests. Children are taught to link sounds to letters in daily phonics activities and are encouraged to practise these skills across all areas of the curriculum through their continuous play activities.

- Mathematical Development

Children are given opportunities to develop their understanding of number, measurement, pattern, shape and space by being provided with a broad range of contexts in which they may explore, enjoy, learn, practise and talk about them.

- Understanding the World

Children are given opportunities to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts. We also provide them with opportunities to explore and find out about their environment and people and places that have significance in their lives. We encourage children to learn about their own cultures and beliefs and those of others.

- Expressive Arts and Design

Children are given opportunities to share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative role play activities.

All seven areas of learning and development are important and interconnected.

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- 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.

### Observation, Assessment and Planning

Baseline assessment on admission to Westlands Primary is integral to the monitoring of subsequent progress. The baseline assessment allows us to identify current attainment within the cohort and to plan accordingly for individuals and groups of children.

In the Reception class, we carry out regular observations of children to identify achievements, interests, and their next steps for learning. These observations make take the form of written observations or digital observations which will

form part of the child's individual Learning Journal. These on-going observations, along with more formal evidence-based assessments will contribute to the child's overall end of year attainment, which is closely monitored throughout the year.

During the final term in Reception the EYFS profile is completed for each child to give a level of development against the early learning goals. At the end of the academic year, parents are provided with a written report detailing attainment and outcomes towards the early learning goals and are invited into school to be given an opportunity to discuss their child's Profile and report.

Information is also shared with the year one teacher to help ensure a smooth transition.

### Environment

At Westlands, the Reception children are taught by a teacher and learning is supported by a full-time teaching assistant. The classroom is based in a self-contained area which has its own toilets, washbasins and safe access to an enclosed outdoor area specifically set up for early years provision. Safe use of equipment is taught, and a safe environment is promoted.

### Equal Opportunities

At Westlands, children are taught in a mixed ability class. Boys and girls are given equal access to and encouraged to take part in all activities. We ensure that children are given opportunities to explore and enjoy stories, poetry, music, art and play materials from different cultures.

### Children with Special Educational Needs or Disabilities

In the Early Years Foundation Stage all children can experience all aspects of learning regardless of race, gender, religion or disability. Children with special educational needs are supported in appropriate ways to meet their specific needs.

Please refer to the SEND policy for further information

## Role of Parents

At Westlands Primary School, we encourage parents to become involved in their child's education.

The headteacher and the Reception staff hold a meeting to invite parents of pre-school children into school in the term before admission. The meeting is designed to be informative and to aid a smooth transition to the Reception class. Parents of pre-school children receive an information pack prior to their children starting school and children are invited into the Reception class for three half-day transition visits. The Reception staff work closely with the on-site Pre-school to share pupil information and offer regular story time sessions within the Reception classroom.

## Admission

All children are admitted to school during the first term of the school year. There is a staggered induction phase which admits the children in stages for the first two weeks in September. Alternative arrangements can be discussed with a parent if their child is finding it difficult to settle.

For further information, refer to the school's admission policy.

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