

## **Wark C of E Primary School**



Policy Documentation

### **EYFS Policy – Nov 2022**

#### **From the School Governors**

Wark CofE Primary School has set a vision of ‘Growing Well’ so that all its children and adults can flourish. Our distinctive Christian vision, established and promoted by leadership at all levels, is rooted in Jesus’s parable of the mustard seed in Matthew 13.31-32.

Our vision says who we are as a school, describes why we are here and then directs how we live as a community.

From our vision, we draw four values; sowing the seed well, cultivating the ground, tending the growth and welcoming all.

These values are used to ensure that all policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners based on the teaching of Jesus found in the bible.

Our EYFS policy is based on our values of ‘welcoming all’ to provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

<b>Staff Consultation</b>	<b>Fiona McKay Bethany Marshall</b>
<b>Governor Consultation</b>	<b>Kelly Ritchie</b>
<b>Arrangements for monitoring</b>	
<b>Review date</b>	<b>July 2024</b>
<b>Signature of nominated Governor.</b>	
<b>Other relevant policies</b>	
<b>Points to consider at next review.</b>	

## Pol. EYFS

“The early years foundation stage (EYFS) sets the statutory standards that all early years providers must meet. This includes all maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register.

The EYFS aims to provide:

Quality and consistency in all early years settings.

A secure foundation for all children for good progress through school and life.

Partnerships between different practitioners.

Partnerships between parents or carers and practitioners.

Equality of opportunity for all children.”

(Department for Education, 2012)

“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 its 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)

## Responsibilities

The Headteacher has overall responsibility for the implementation of the Early Years Policy of Wark C of E Primary School.

The Headteacher and Governing Body have overall responsibility for ensuring that the physical Early Years Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Governing Body has responsibility for handling complaints regarding this policy as outlined in the complaints policy.

The Headteacher and teaching staff will be responsible for the day-to-day implementation and management of the Early Years Policy of Wark C of E Primary School.

Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Policy.

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### Principles of the Early Years Foundation Stage

The EYFS is based upon four principles:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Early childhood is the time during which children develop key skills and build foundations upon which their futures are built. At Wark C of E Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, it is equally important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

In the EYFS we strive to ensure that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of all children within the Early Years and beyond.

### Welfare

At Wark C of E Primary School, we know that 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.

Following the Statutory Early Years Foundation Stage Framework, our key responsibilities with regard to welfare are:

- To promote the safety and welfare of the children in our care.
- To promote good health and prevent the spread of infection by taking appropriate action when children are ill
- To manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development
- To ensure that adults who have access to children, or who look after children are suitably vetted and trained.
- To ensure that the setting is fit for purpose and that furniture and equipment is safe.
- To maintain records, policies and procedures required for safe and efficient management of the setting.

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### **Relationships**

At Wark C of E Primary School we feel that it is very important for children to learn social etiquette and to develop positive relationships with peers and adults. This will be achieved through adapted planning, whole-school cross-curricular activities and learning days, and through the specific teaching of Early Learning Goal 08 – Making Relationships. This will be mostly child-led but will be enabled through playing and interacting with children and adults.

### **Safeguarding**

Safety is paramount, and Wark C of E Primary School has a robust and effective Safeguarding Policy to ensure the children in our care are protected.

### **Aims**

Every child is entitled to grow up safe and healthy, to enjoy life, to achieve, to make a positive contribution and to achieve economic well-being. It is the aim of the EYFS to help young children achieve these five outcomes and this once again reinforces the importance of the best possible start in life.

At Wark C of E Primary School, we see and value each child as an individual and our approaches to teaching enable children to learn at their own rate, whilst ensuring that they are challenged and supported to achieve to the best of their ability.

At Wark C of E Primary School, we aim to:

- Provide an inclusive, safe, challenging, stimulating, caring and sharing environment
- Provide a broad, balanced, relevant and creative curriculum that ensures that children are able to access both educational and life experiences from the Early Years and beyond. This includes the ability to access the new National Curriculum in place throughout the school
- Start with ‘what the child can do’ and assess children regularly in order to value and develop each child’s skills and attributes with a view to developing the whole child
- Encourage independence and self-value from the earliest age, providing children with a range of experiences enabling them to utilise their knowledge and skills for a range of purposes
- Work closely with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, access and enjoy an inclusive and meaningful early education
- Ensure that children enjoy their time at school, starting with a secure and valuable relationship with learning in the Early Years Foundation Stage
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

### **Learning and Development**

At Wark C of E Primary School, our curriculum enables the child to learn and develop skills, attributes and understanding in the following areas of learning:

The prime areas are:

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

The specific areas are:

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

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

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

Throughout the EYFS we plan activities to allow children to work towards the Early Learning Goals and prepare them for the National Curriculum. Learning opportunities are adapted and are constantly evaluated to determine their suitability for challenging, extending and supporting children in their learning and development. Children may access learning opportunities independently and with adults in order to ensure that the learning remains meaningful and valuable.

At Wark C of E Primary School we believe that independent learning through play, balanced with learning through guided play and adult-led activities, allows children to develop skills throughout all Areas of Learning.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them to understand the world
- Rehearse and develop concepts, ideas and skills
- Develop a sense of self-control and understand the need for rules
- Be alone, be with others, or cooperate as they talk to express and explore their needs and feelings
- Take risks and make mistakes that they can learn from
- Be creative and imaginative
- Communicate with others to explore, investigate and solve problems
- Express feelings safe in the knowledge that their feelings are valid and will be respected

Adults within the EYFS and those involved with Reception children's education, support learning by:

- Planning meaningful activities and resourcing the environment to stimulate and interest children
- Extending, challenging and supporting learning through planned play
- Extending and supporting child-initiated play
- Develop language and communication skills through a range of activities
- Consider the needs and stages of the children when planning activities or developing play
- Talking with the children during play and planned activities
- Asking questions and giving children the tools to find answers

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### **Observation, Assessment and Planning**

Effective learning builds on and extends what children know and can already do. Our planning has the principles of the EYFS at heart and ensures that these principles are constantly and consistently put into practice. The children are given regular opportunities to talk about their achievements and next steps, particularly in the area of Personal, Social and Emotional Development.

Planning within the EYFS is based as much around the children's interests as possible and always has high but realistic and adapted outcome expectations in order to ensure excellent progress for the individual child. Topics within Reception are planned to include all aspects of the EYFS to ensure that the children are given the opportunities needed to access the National Curriculum.

Assessment in the EYFS takes the form of a range of observations. These observations can be recorded using post-it notes, photographs, videos and children's own work. Each EYFS child has a secure 'eProfile', Class Dojo, to allow for more regular and cohesive observations that can be shared with parents via a secure email link.

Assessments are ongoing but are more formally recorded and tracked by teachers each half term. This ensures that children have fewer gaps in their learning and where gaps emerge or where children are exceeding targets, appropriate measures or extensions are put in place to ensure excellent progress. Parents and guardians are invited to Parent Consultations and are given a report at the end of the year, which include the levels of development achieved by the children following final assessments made in the final term of Reception. Parents and guardians are also regularly informed of the progress of their children and are made aware of where the children need to be in order to reach a 'Good Level of Development'.

### **Learning Through Play**

At Wark C of E Primary School, in the EYFS, children often learn through carefully planned, purposeful play-based activities with clear learning objectives and intended outcomes. Staff will decide when child-initiated or adult-led activities would provide the most effective learning opportunities, and this may depend on a number of factors such as the intended outcomes, the needs and interests of the children and the process of learning that is under development at the time. As the children move through EYFS they will access a range of purposeful, varied learning opportunities through well-resourced play, explorative and skills-based learning is at the heart of the EYFS.

### **The Welcome Process**

At Wark C of E Primary School, we believe that a successful transition process will ease children into their new classes or settings and ensure that they feel safe, secure, welcome and confident. This will increase the chance of the children settling quickly and ensure that every child is able to access learning opportunities from the first moments of their education.

Children entering EYFS at Wark C of E Primary School are invited to open mornings in the terms before they are due to start school.

### **Home and School Links**

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely in the Foundation unit. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

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- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
- We will keep parents informed of the children's topics and learning theme each half term or weekly as needed.
- We will operate an "open door" policy that will allow parents and carers and teachers to discuss concerns and developments in an informal manner. We currently use Class Dojo as a messaging platform where face2face meetings are not feasible.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will conduct a further parent consultation late in the term to inform parents and carers formally of a child's results and overall progress.

### **Intimate Care**

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example, dressing, wiping their bottom after using the toilet and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child begins school.

### **Inclusion and Equal Opportunities**

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. Individual Inclusion Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.