



**Whitley Park Primary and Nursery School**  
**Early Years Foundation Stage (EYFS) Policy**

Agreed: Oct 2016		Review: Oct 2017	
	Signed	Date	
Head teacher			
Chair of Gov			

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Whitley Park Primary and Nursery School, children join our Nursery (F1) in the term that they are three, subject to places available and Reception (F2) class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning to “ensure children’s ‘school readiness’ and to give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and in life.”

(Statutory Framework for the EYFS; Effective September 2014)

At Whitley Park The EYFS seeks to provide;

- **Quality and consistency** within our provision to ensure that every child makes good progress and that no child gets left behind
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS is based upon four principles, which shape our practice:

- **A unique child** - who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive relationships** - supporting our children in becoming strong and independent.
- **Enabling environments** - where opportunities and experiences respond to the individual needs of the child and there is a strong partnership between practitioners, parents/carers and the child.

- **Learning and developing** - An acknowledgement that children learn in different ways and at different rates including children with special educational needs and disabilities.

### **A Unique Child**

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 and sharing assemblies, plus rewards, to encourage children to develop a positive attitude to learning.

### **Positive Relationships**

At Whitley Park Primary and Nursery 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. In our Nursery each child is assigned a key person (Key worker) to help our children to become familiar with the setting, offer a settled relationship for the child and to build a relationship with their parents. In our Reception classes the child's key person is primarily the child's class teacher who deploys her support staff accordingly to ensure that every child's care is tailored to meet their individual needs.

### **Enabling Environments**

We aim to create an attractive, stimulating and rich learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual Learning Journey book. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning. Learning spaces are organised to allow children to explore, to learn safely and to find and locate equipment and resources independently.

### **Learning and Development**

Through careful "best fit" judgements and observations, including information provided by parents and other settings, children's development levels are assessed.

There are seven areas of Learning and Development within the EYFS curriculum, of which three are "Prime areas," and four "Specific areas."

The prime areas are:

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

The specific areas are:

- Literacy

- Mathematics
- Understanding of the world and
- Expressive arts and design

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult modelled, adult led and through child-initiated activities. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play, which is often modelled by adults first. There is an on-going judgment to be made by practitioners about the balance between activities led by children, and activities enhanced by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2014)

### **Inclusion/Special Educational Needs (SEND)**

Whitley Park Primary and Nursery School is an inclusive school. All children are encouraged to achieve their true potential and planning is adapted to meet the needs of all learners. Early identification and intervention of Special Educational Needs or Disabilities is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers, and if necessary, with other outside agencies at an early stage.

### **Busy Bees**

At Whitley Park we meet the needs of some of our SEND children in our bespoke Busy Bee provision.

### **Welfare and Safety**

It is important to us that all children in the school are 'safe'. There are clear procedures for assessing risk, which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. We aim to educate children about the need for boundaries, rules and limits. We provide children with choices to help them to develop a sense of what is right and wrong. 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.

### **Characteristics of Effective Learning**

At Whitley Park Primary and Nursery School we support children by planning for the three Characteristics of Effective teaching and learning.

These are:

- **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; and
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2014)

The Characteristics of Learning underpin the Prime and Specific areas of learning and development representing the process rather than outcome in children's learning

### **POMS (Process Orientated Monitoring System)**

We strive to ensure that our children's social-emotional and cognitive development is secured. We understand that in order to succeed we need to monitor and plan for children's levels of Well-being and Involvement within our practice. We have therefore adopted and implemented the use of Leuvan Well-being and Involvement Scales within the Process Orientated Monitoring System (POMS) Children identified as having low levels of Well-being and/or Involvement are highlighted to benefit from specific interventions, either in a small group context or as a whole staff awareness to ensure that they thrive in our setting.

### **Observation and Assessment**

#### **Formative Assessment**

Ongoing **formative assessment** is at the heart of our practice and begins with valuing what our parents know about their children. This is shared with practitioners on home visits and through building relationships with teachers and key workers throughout the EYFS. We observe children in their play and learning and, plan their next steps for learning using POMS and the aspects of Learning and Development as presented In 'Early Years Outcomes,' which in turn, informs our planning. Our children are given time to develop their skills, confidence and knowledge through a range of adult directed, supported and child initiated activities.

#### **Summative assessment**

Learning and Development aspects as presented in 'Early Years Outcomes' are used within Nursery and Reception as a guide to make best fit judgements about whether a child is showing typical development for their age, maybe at risk of delay or is ahead for their age. This process indicates starting points on entry to Nursery and is reviewed termly. During this time the focus shifts from purely Prime Areas of Learning and Development to include Specific Areas. During a child's first term in reception Early Years Practitioners observe and make judgement to inform the baseline assessment. Data is submitted to the LA on request and is collected within our teams At pupil progress meetings we scrutinise our data to ensure that we identify and provide for pupils who are at risk of not meeting age related expectations. We also look closely at groups of children to include PPG, SEN, EAL and gender to ensure that we strive to close any apparent gaps in Learning and Development. Indication of each child's dispositions as outlined in Characteristics of Effective Learning forms part of the on-going summative assessment and is reported on at the end of Reception. During the final term in Reception (F2), the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the Early Learning Goals (ELGs) and this informs whether or not a child has reached a Good Level of Development (GLD.)