



Whitley Park Primary and Nursery School

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Early Years Foundation Stage (EYFS) Policy

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 the term following their third birthday. Children enter Reception, in the September following their fourth birthday. In partnership with parents and carers we enable our children to begin the process of becoming lifelong learners.

Our intent is 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 build knowledge and skills in order to lay secure foundations for future learning and development.

In accordance with our school values, we aim for our children to have high aspirations for themselves and the confidence to progress and achieve well in all aspects of life.

Aspire

We demonstrate relentless passion and purpose.

Believe

We persevere and expect the best of ourselves and others.

Achieve

We support each other and reach our goals.

In the EYFS at Whitley Park, we believe that curiosity and enjoyment through an engaging and purposeful Early Years provision promotes aspiration, belief and achievement.

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 planning for the learning and development opportunities around the needs and interests of each individual child and assessing and reviewing what they have learned 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:

- Every child is **A unique child** – who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to strong and independent through **Positive relationships** – supporting our children in becoming strong and independent.
- Children learn and develop well in **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 development** – An acknowledgement that children learn in different ways and at different rates including children with special educational needs and disabilities (SEND) and the importance to develop characteristics for effective teaching and learning

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 and at varying rates. Children's attitudes and dispositions to learning are influenced by positive feedback from others; we ensure that praise, encouragement, and celebration encourages children to develop positive attitudes towards learning.

Positive Relationships

We recognise that children learn to be strong, resilient and independent from having secure, warm relationships. We aim to develop caring, nurturing, respectful and professional relationships with our children and families. In our Nursery and in our Reception classes, each child is assigned a key person who facilitates this process. The nursery teacher and the reception teachers have overall responsibility to ensure that each child's care is tailored to meet their individual needs and they will deploy their teams of Early Years Practitioners accordingly to support them in doing so.

Enabling Environments

We aim to create an attractive, stimulating and language rich learning environment where children's well-being and involvement is prioritised and where children feel safe, motivated and challenged in their learning. Children have daily access to continuous provision opportunities both inside and out. Areas of learning are set up in discrete areas or zones to provide broad and balanced learning experiences. Effective planning and our curriculum intent is informed by us getting to really know our children by working closely with families to gain as much information from them as possible in the first instance so that we can enhance the experiences and opportunities available to our children in our setting. Sequential planning of knowledge and skills derive from observations of the children to ensure we follow their current interests, experiences and that we address any gaps in learning and development. Information gathering forms part of the planning cycle and shared in children's electronic 'Tapestry' Learning Journey. In light of the revised framework (effective Sep'21 more emphasis is placed on strong adult interactions with our children to support early language through learning

more effectively. 'In the moment' planning forms part of our daily teaching and enhances our practice to value that all our interactions with children are essentially 'teachable moments'. Learning spaces are organised to allow children to explore, to learn safely and to find and locate equipment and resources independently.

Learning and Development

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

Three Prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

The Prime Areas are:

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

Four further areas help children to strengthen and apply the prime areas.

The Specific Areas are:

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

There are 17 aspects of learning within the above Areas of Learning which are explored in our Reception and Nursery curriculum documents. Children work towards the Early 17 Early Learning Goals (ELGs) in their final term in Reception. The descriptors of these can be found on our website.

The Educational programmes set out in the Statutory framework in the above AOL's shape our curriculum. We strongly advocate that 'The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. (EYFS framework effective Sep'21) Settings have a key responsibility through their teaching and learning intentions to make a difference for all children in order to help them 'experience the awe and wonder of the world in which they live, through the seven areas of learning' More detailed information about our planning intent and implementation can be found on our website in our curriculum planning documents for both Nursery and Reception

At Whitley Park, The Prime and Specific areas of Learning and Development are planned through purposeful play and through a balance of adult modelled, adult led and child-initiated activities. Play is valued as being central to children's development; to build confidence as they learn to explore, to solve problems, and to build relationships with others. Children learn best 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. During continuous provision in both the nursery and in reception, skilful adult interactions are embedded into our

practice to move learning forwards by finding 'teachable moments' at every opportunity. We aim for the impact of our teaching and provision to be demonstrated through our children knowing and remembering more and by being positively engaged in learning and play by sustaining high levels of enjoyment and concentration. It is also important to highlight that our curriculum plans are flexible to allow us to respond quickly to children's new interests and/or needs.

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.

Characteristics of Effective Learning

Weaving throughout the EYFS curriculum at Whitley Park are three **Characteristics of Effective 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.
- (Statutory framework for the EYFS 2021)

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

Well-being and Involvement

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 displaying low levels of well-being and/or involvement are monitored closely and there is a whole staff awareness of identified children to ensure we seek to lay secure foundations for future success.

Inclusion/Special Educational Needs (SEND)

Whitley Park Primary and Nursery School is an inclusive school. All children are encouraged to achieve their full 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, with school SENCO's and if necessary, with other outside agencies at an early stage.

The Early Years team works closely with our Speech and Language therapist and parents of children who present with Speech and Language difficulties in the nursery are encouraged to attend 'drop in' clinics in the local community in the first instance. We are guided by our Senco, SALT team and by other professionals to put effective practice in place to support children with SEN. Staff in EYFS have been trained to implement programmes such as 'Attention Autism' 'Colourful Semantics' and each class ensures that visual timetables and 'now and next' boards or other appropriate resources are available to support and scaffold individual need further. More recently staff have been trained in 'NELI' (Nuffield Early Language Intervention) and 'I Can Talk Boost' These programmes are implemented to provide additional early language support.

Safeguarding & Welfare

'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.'

(Statutory Framework for EYFS 2021)

All early year's staff have read the latest version of Keeping Children Safe in Education 2021 and are aware of and follow our procedures in accordance with our school safeguarding policy.

The safeguarding policy has been updated to comply with GDPR, to the documents 'Working together to safeguard children' and the 'Prevent duty guidance for England and Wales.

Clear policies and procedures are in place to ensure that children are safeguarded at all times. If there are any concerns in relation to safeguarding, these are recorded and reported immediately to the safeguarding lead within school.

Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction and on-going training. The Designated Safeguarding Leads in early years are J. Buckner (Children's Welfare Officer and S Holland Early Years Lead)

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.

At Whitley Park Primary and Nursery School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage;

- To promote good health including oral health
- To manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so
- To ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for
- To maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs of children with their personal handsets.

Members of staff do, however, use school tablets and cameras to take photographs and videos as evidence to support the regular observation assessment cycle in the EYFS.

To comply with the Data Protection Act 2018, we ask for permission before we can photograph or make any recordings of your child. We may take photographs for several reasons whilst your child is with us:

1. To document what they enjoy doing.
2. To upload to Tapestry Online Learning Journal to record their learning and development and to share

this with you.

3. To include in newsletters and displays.
4. To record special events and achievements.
5. Images may also be used in our publicity, in our prospectus, on the website or on our Facebook page

Please note that you have the option to view any photographs that we have or intend to use.

Photographs or videos uploaded to children's electronic 'Tapestry' Journeys are stored securely on their servers. All parents/carers are provided with this information <https://tapestry.info/security> and are asked to state if they give permission for their child's image or video to be used when completing initial admissions paperwork. We ask parents to treat photographs containing images of their own and other children on their Tapestry journeys for their own personal use only. This means that the information cannot be shared with others, or published in any way, without the explicit consent of the parents or guardian of those children who may be included. For example, any such photographs **cannot** be posted on a social networking site or displayed in a public place.

We are a healthy school and our children receive free fruit as a healthy snack. Children receive free milk in nursery and up until the term following a child's fifth birthday. Free school meals are provided for all Reception children or parents/carers can choose to provide a healthy, nut free packed lunch.

We actively encourage parents to start helping their children to become independent with their personal care needs as soon as they start in Nursery. However, depending on a child's age and stage of development, they may need some support, after using the toilet and with 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 and parents work in partnership to give the right support to an individual child. Parents/carers are signposted to our intimate care policy when a child starts in our EYFS

Health and Safety

Lockable First aid cabinets are located in the Nursery and in Reception.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered in line with school policy

Care plans are written for children with additional medical needs with parents and in conjunction with the medical profession. The EYFS team will record and report any minor accidents or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents.

Observation and Assessment

Regular formative and summative assessments are used routinely to ensure that planning reflects identified needs for groups and individuals. Assessment should not entail prolonged breaks from interactions with children and will mostly take the form of drawing on our knowledge of the child from observations and by relying on skilled practitioner judgement through ongoing interactions with children. Ongoing formative assessment is at the heart of our practice and begins with valuing what our parents/carers know about their children. This is shared with practitioners on home and/or transition visits and through building relationships with practitioners throughout the EYFS. These holistic assessments may also include information from other pre-school settings and external agencies where appropriate. During the first month in Nursery and in our Reception classes, practitioners make judgements as to whether a child is on track based on how well children

respond to our curriculum and by referring to our observation and assessment checkpoints derived from 'Development Matters' (July'21) These observations and assessments allow us to identify patterns of attainment within the cohort, ensuring that planning is adjusted to meet the needs of individuals and groups of children. Children in Reception will also complete the statutory Reception Baseline Assessment (RBA)

Ongoing judgements, evidence of progress and 'wow' moments are recorded in electronic 'learning journeys' for each child. This records examples of each child's work across all seven areas of learning. These are shared with parents on a regular basis and at parent consultations. Parents are actively encouraged to contribute to their child's learning journey, ensuring that achievements both in and out of school are captured.

In the final term of Reception, children are assessed against 17 Early Learning Goals within the 7 Areas of Learning. An overall summary of these assessments is submitted to the DFE via the Local Authority and are used to establish whether children have achieved a Good Level of Development (GLD), as expected at the end of Reception.

Parents/carers and Year 1 teachers are provided with a well-rounded picture of a child's knowledge, understanding and progress against expected levels, and about their characteristics for effective learning in an end of year report

Monitoring and Review

It is the responsibility of those working with Nursery and Reception pupils to follow the principles stated in this policy. The Early Years Lead will monitor EYFS provision as part of the whole school monitoring schedule. This Policy will be reviewed and approved by Governors annually.

Updated S. Holland June 2022 Note no changes when presented to FGB 13.09.2023