



Early Years Foundation Stage Policy

September 2021

NAMED PERSONS RESPONSIBLE AT WHITESTONE		
POSITION	NAME	SIGNATURE
EYFS Leader	S. Obrey	
Headteacher	N. A. Green	
Link Governor	C. Atkins	

This Policy was ratified on: _____

Date of next review: Autumn 2025

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. Aims Statement

At Whitestone Infant School we believe that every child deserves the best possible start to their educational journey. We strive to create an atmosphere that is happy, caring and challenging. We want every child to feel that they belong here and to feel safe and secure. We believe in the importance of developing the whole child through offering a broad, balanced and creative curriculum where both individuality and team work are valued. We will help our children to begin to develop learning skills that will last a lifetime, so that they can make their best contribution to the community and society.

Aims

This policy aims to ensure:

- That children have a **secure foundation** by accessing a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- **Quality and consistency** in teaching and learning so that every child makes good progress and no child gets left behind.
- A close **working partnership** between staff and parents and/or carers.
- Every child is included and supported through **equality of opportunity** and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

All EYFS staff take part in the Supervision process, as outlined in the Supervision policy.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Children attend main stream school full time at the start of the academic year in which they turn five, with our school having provision for a 90 place Reception year group.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

4. The Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development, that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

We aim to raise standards by using the progressive skills statements for each area of learning, ensuring pupils are clear on their current learning and their next steps.

5. Planning

Staff plan together in teams, reflecting on the previous week's learning. They plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

6. Teaching

Each area of learning and development is implemented through planned, purposeful play/activities and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Carpet times are primarily taught by the class teacher in mixed ability class groups. Teaching assistants may be required to support children on the carpet or to work on children's individual targets. Once the children have been assessed, the children work in ability groups for adult led sessions in reading, writing and mathematics. SEND pupils are supported by both the teacher or TA where necessary.

As children grow older, and as their development allows, the balance gradually shifts towards larger adult-led group activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Whitestone, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers on tapestry.

Within the first 6 weeks that a child **starts in reception**, staff will administer the Reception Baseline Assessment (RBA) and also form their own 'on entry' judgements. The Birth to 5 Matters ranges are used as guidance with Development Matters used as an additional point of reference.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Birth to 5 Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with Parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We understand the role that parents have played, and their future role, in educating the children. Once a place is secured for a child, they are assigned to a teacher (key person). At our school the key person is the class teacher, who is responsible for the pupil progress of their entire class.

Before starting school, the teachers work hard to acquire information and begin to foster good relationships with the parents through;

- A New Parents Welcome Information evening.
- An offer of a telephone conversation prior to the child starting school.
- Question and answer sessions through Microsoft teams.
- A face to face meeting with the parents in the September.
- An opportunity for the parents and child to meet the teacher and teaching assistant and have a tour of the classroom.
- Curriculum information evenings/videos.

The class teacher continues to support parents and/or carers in guiding their child's development at home throughout the reception year. We use tapestry as a means of keeping parents and carers up to date with their child's learning. We encourage parents to share their child's learning out of school using tapestry and also comment on their child's learning in school. Microsoft Teams is used for weekly home learning and to share information to support learning at home. Parents are offered workshops or signposted to videos throughout the year, where appropriate. We regularly share links and model concepts and key skills.

Parents and/or carers are kept up to date with their child's progress and development. Termly parent-teacher consultations and the EYFS profile as part of the annual report help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

All staff involved with the EYFS aim to develop good relationships with all parents and children, interacting positively with them and taking time to listen to them. Parents can request additional meetings if necessary and we are always free to answer queries at drop off and collection times.

7. Safeguarding and Welfare Procedures

At Whitestone 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. We understand that we are legally required to comply with the safeguarding and welfare requirements as set out in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- safeguard children
- ensure the suitability of adults who have contact with children
- promote good health
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- promote the welfare of children.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We promote good oral health, as well as good health in general, by inviting in health visitors, class discussions, sharing stories and having dedicated weeks to healthy eating and lifestyles. We promote regular exercise including a regular welly walk.

We specifically highlight the importance of;

- The effects of eating too many sweet things
- The importance of brushing your teeth.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

A Unique Child

At Whitestone Infant School 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, celebration assemblies, individual reward cards and group pom-pom rewards to encourage children to develop a positive attitude to learning and foster strong relationships.

More Able Children

More able children will study the curriculum at a greater depth. Success in learning will mean planning challenging work and the opportunities to enhance skills and techniques so that individual pupils can progress to show the high standards they can achieve. More able pupils are encouraged to enter competitions and attend any clubs offered. Adult led tasks will be differentiated with targeted interventions where necessary.

SEN and inclusion

The school strives to enable all pupils to reach their full potential. Staff will plan for those needing extra support where needed. Staff will support pupils needing extra support and will put interventions in place where necessary. The individual achievements of all pupils will be celebrated in displays and assemblies. Targeted interventions will be offered during periods of isolation or long absence.

Equal Opportunities

This Policy reflects the school policy on equal opportunities, where all children, irrespective of religion, age, gender, ethnicity, language or disability have an equal entitlement to receive a quality of education, covering the full extent of the curriculum.

Spiritual, Moral, Social, Cultural (SMSC)

Children should be given regular opportunities throughout the school day to reflect, make comments, share ideas and make constructive comments on other people's work and their own. All ideas must be valued. Children should be encouraged to compare and discuss themes, different cultures and ideas. All lessons are taught in a way that reflects the Aims, Values and Ethos of the school, which includes the development of individuals to achieve their full potential as caring and considerate members. The children are provided with spaces around school to collect their thoughts and self-regulate.

Monitoring and Evaluation

Within the curriculum:

The effectiveness of teaching in reception will be monitored by -

- The team leader will conduct a termly audit of one of the environmental areas throughout the three classes. Findings will be shared with the team and next steps will be decided.

- Samples of work will be compared at assessment points from a range of abilities. This will form our termly in-house moderations. The work/teacher evidence will be examined as to whether they represent working towards or at the expected level at that point in time. Although the exceeding statement for early years is no longer used, examples of children's work working above the expected level will be still collected.
- All teachers will evaluate and monitor the progress of pupils and record the children's termly attainment on the assessment tracking grids (O track).
- The leader will analyse data and use the information to set targets and standards.
- The leader will report analysis to the Deputy Head/assessment lead, Head Teacher and governors.

Of policy and practice:

- Classroom observations will be undertaken by the Head Teacher. 'Drop ins' from subject leaders and the Early Years lead will be carried out when necessary.
- The Early Years leader will half termly carry out learning walks or learning environment walks to monitor the teaching and learning in the Early Years and the quality of displays.
- Examples of work that represent working towards the expected level, at the expected level or at a greater depth will be examined by the reception team termly.
- The subject leader will inform and work with the named governor for Early Years.
- The leader will manage the resources, ensuring that adequate materials are available for the curriculum. S/he will be responsible for the annual budget.
- The leader will act as a 'resource' for information and guidance, attending relevant courses and meetings.
- The subject leader will develop Policy and Schemes of work in light of new developments.
- Reports to governors by the leader.
- There will be a midpoint and annual review of the LIP by the subject leader. LIP matrix policy review by governors and Headteacher.
- Safety aspects will be looked at in the Health and Safety review.

8. Teaching and Learning

As set out in the statutory framework, we **must** use the educational programmes to shape our activities and experiences in all of the areas of learning and development. We must support children to acquire the skills and work towards the early learning goals (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five). At Whitestone, we use the Birth to Five document to support our teaching and learning.

8.1 The Learning Environment

The EYFS classroom is organised in such a way to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The environment is audited at regular points throughout the year, with targets set to improve the environment. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently.

The EYFS classes have their own shared outdoor classroom. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be

physically active. Activities and resources are planned for the children to access outdoors that help the children to develop in all areas of learning.

8.2 The Importance of Play

We value the importance of play for the wellbeing of our young children and their future mental health. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to self-regulate and understand the need for rules. They have the opportunity to think creatively alongside other children and adults, as well as on their own. They communicate with others as they investigate and solve problems. They re-live experiences or express fears or anxious experiences in a controlled and safe environment.

8.3 Active Learning, Creativity and Critical Thinking

We believe that children learn best through active learning; both physical and mental challenges. Active learning involves children working alongside their peers to explore concepts and solve problems through discussion, exploration and role play. It involves a sustained period of concentration which often leads to deepened skills such as critical thinking. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Play and the outdoors provides opportunities for active learning. Active learning often leads to creativity. We highly value the importance of encouraging and promoting creativity. Children should be given the opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to select/request resources to extend their learning.

9. Monitoring arrangements

This policy will be reviewed and approved by the EYFS lead every 3 years.

At every review, the policy will be shared with the head teacher and governing board.

1. Bibliography

Statutory Framework for the Early Years (DfEE)
Birth to Five Matters (Early Education)
WIS EYFS Supervision Policy
WIS Safeguarding Policy

March 2021
March 2021
Sept 2021
Sept 2021