



## West Winch Primary School

### Early Years Foundation Stage Policy 2018

#### Introduction

The EYFS applies to children from three years of age to the end of the reception year. In our school, all children join us at the beginning of the school year in which they are five (compulsory schooling begins at the start of the term after a child's fifth birthday). The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

The EYFS is based on the following principles:

- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points
- Has content that matches the needs of young children.
- Activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.

#### EYFS Areas of Learning

The Prime Areas of Learning:

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

The Specific Areas of Learning:

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

#### Teaching and Learning Style

The features of good practice in our school that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching.

- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are regularly shared with parents.
- The good relationships between our school and the settings that our children experience prior to joining our school.
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do.
- The regular identification of training needs of all adults working within the EYFS.

### **Play in the EYFS**

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 control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

### **Inclusion in the EYFS**

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning (see our policy on school inclusion).

In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

### **The EYFS Curriculum**

The curriculum for the EYFS in our school reflects the areas of learning identified in the Early Learning Goals. These provide the basis for planning throughout the EYFS.

### **Assessment**

From the starting point of our baseline (observations, note taking and beginning the Learning Journeys), we make regular assessments of children's learning, and we use this information to ensure that future planning

reflects identified needs. Assessment in the EYFS is ongoing and takes the form of observation, phonic and word checks and writing assessments. This involves the teacher and other adults as appropriate.

Parents receive an annual report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents in early July each year.

### **The Role of Parents**

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating their children.

### **EYFS Policy – Usage, Monitoring and Review**

This policy will be used as guidance by all teaching staff, monitored by the EYFS Leader and reviewed in line with the Governors agreed policy schedule.

Adopted: Autumn 2018

Review: Autumn 2019

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

Heather Habbin - Chair of Governing Body