



Willenhall Community Primary School

Early Years Foundation Stage Policy

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This policy was written by the EYFS phase leader. This policy should be read alongside the Early Years Foundation Stage Statutory Framework 2023, Willenhall Community Primary School Staff Handbook, Willenhall Community Primary School Child in Need Policy, and Willenhall Community Primary School Child Protection Policy.

1. INTENT

We provide a broad and balanced curriculum which will enable each child to develop as well-rounded member of the community and reach their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We will ensure:

- The independent learning environments, inside and outside, to be visually explicit, well resourced, appropriately enhanced and meticulously planned for. They are calm and purposeful offering experiences that are rich, varied, imaginative and highly challenging and which are appropriate to the needs of the children.
- A flexible, sequential, and responsive curriculum in place based around high quality texts. It clearly outlines the knowledge and skills that children will learn and build on as they progress through the Foundation Stage and includes a variety of opportunities for children to widen their experiences and extend their interests. At the end of their journey through Early Years all children will be equipped with the foundations to enable them to move to the next stage in their development.
- All children feel happy and safe and as a result are engaged, motivated, independent, and curious learners. They question, explore, solve problems, articulate their thinking and are ready for the next stage in their learning.

- All adults to have an in-depth knowledge about all areas of learning, each individual child, and the needs of the cohort. They understand and deliver quality first teaching and have high expectations of what children can achieve. They use this knowledge to drive the learning, closing gaps and accelerating progress.
- Parents and carers are valued partners in their child's learning and are made to feel part of the Willenhall Community. Two-way communication between home and school is prioritised and all families are encouraged to take an active role in the life of the school.

2. LEGISLATION

This policy is based on requirements set out in the [Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

3. STRUCTURE

At Willenhall Community Primary School, we have an Early Years unit with the opportunity of children starting as Rising 3's when they turn 3 years old (dependant on availability of places) up to the age of 5 years.

Nursery children can attend for 5 mornings or 5 afternoons each week (15 hours) or if they are eligible to attend full time (30 hours). We have places for 18 children in the morning, 18 children in the afternoon and 16 children full time. Nursery are taught by a qualified teacher as well as 2 teaching assistants each with the statutory qualifications. The children are taught in family groups for their carpet sessions and mix as part of their independent learning, free flowing inside and outside.

We have two classes in Reception with up to 30 children in each. Each class has a qualified teacher as well as two additional teaching assistants who work across the year group. Children are taught in their classes for carpet sessions except phonics (RWI) where they are taught in smaller groups. During independent learning, children mix across the year group, free flowing inside and outside.

We have several additional adults to support children with high-level needs.

4. CURRICULUM

We acknowledge that effective child development is not an automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments. For this reason, the overarching themes, and principles of the EYFS run throughout the day-to-day practice in our Nursery and Reception classes. The main themes and principles are:

- 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/carers.

Children's development in essential life skills, known as Characteristics of Effective Learning, is also observed, assessed, and planned for. These skills fall into three main categories:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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
- Maths
- Understanding the World
- Expressive Arts and Design

Our Early Years setting follows the curriculum in the latest EYFS framework. This has been used to create a bespoke curriculum for our school's context, including elements from Development Matters and Birth to 5.

5. PLANNING AND TEACHING

Teaching staff are given time weekly to plan the next steps in learning for the children.

In Nursery, family group time is planned with a range of focuses across the week including Literacy and Maths. These sessions focus on our core text and curriculum coverage for that term.

In Reception, daily carpet sessions are planned for Literacy, Maths, RWI and Topic. These sessions focus on our core text and curriculum coverage for that term.

Across the phase, we plan activities and experiences for children in their independent learning time that enables them to develop and learn effectively. Individual needs, interests and stages of development are considered, and this information is used to plan challenging and enjoyable experiences. Within Reception, children are given the opportunity to complete lolly stick challenges during this time which provides them with an opportunity to practice and refine

skills further, display their skills and knowledge, access different areas of the environment as well as promoting the Characteristics of Effective Learning.

Where a child may have a special educational need or disability, we consider where specialist support is required, liaising with relevant services where appropriate. For more specific information on how we support children with special educational needs or disability, please refer to our SEND policy.

6. ASSESSMENT

In EYFS we record the children's progress in many different ways, however the most informative record of progress is and will always be the teachers knowledge of the child. We use our half termly 'Curriculum and Assessment point' sheets to aid our judgements of attainment, using these as a best fit approach.

6.1. Baseline

Within the first few weeks of starting in EYFS, children will have an inschool baseline completed which informs their starting point. This will cover the 3 prime areas and 2 specific. In addition, Reception children will complete the Reception Baseline Assessment (RBA) as issued by the Government. This will aid to support the inschool baselines completed. Whenever a new child starts in EYFS, this baseline will be completed.

6.2. Assessment folder

Each class has an assessment folder where each child will have a section as well as a section for each area of learning. Staff will use tick sheets to show achievement against specific learning intentions as well as file individual assessments such as WellComm, RWI and half termly Maths assessments.

6.3. Writing book

In Reception, each child has a writing book which they use weekly in an adult focus group. This is a combination of guided (G) or independent (I) writing to show each children's progression in writing throughout the year. Children will complete an independent piece of writing at the beginning of each half term using the Draw a Person approach. This is then displayed on the 'Writing Wall' to show progression across the year.

6.4. Independent Learning

Children will have daily access to a range of independent learning which is focused around either our core text and theme, the children's interests or targeted areas for development. Specific activities are setup to aid the embedding of particular skills or challenge the children's learning further. Staff use a target sheet to focus their observations and interactions during this time.

6.5. My WOW book

The 'My WOW book' is a record for parents/carers of their child's learning journey through their time in EYFS at Willenhall Community Primary School. Although they may show progress across the year, they are not used as formal evidence of

progress.

6.6. Summative assessments

Across the year EYFS staff will enter 4 points of summative assessment - (Baseline, End of Autumn, End of Spring, End of Summer) on the schools assessment system. The above information will support teachers to make these summative assessments. RWI assessments are completed half termly as well as Wellcomm and BLAST assessments when appropriate. At the end of the EYFS phase, the EYFS Profile will be completed for children moving into Key Stage 1. Children will be recorded as Emerging or Expected. See separate guidance for children to be recorded as A.

7. PARENTS AS PARTNERS

We recognise that children learn and develop best when there is a strong partnership between staff and parents and carers. We recognise that parents and carers are children's first and most enduring educators and we value the contribution they make.

We work with parents and carers in several ways, including:

- Completing a home visit for all children prior to starting at Willenhall Community Primary School
- Inviting all parents to an initial new starter meeting before the new school year or an individual visit if starting during the school year
- Offering regular opportunities to discuss their child's progress through formal parent meetings and written reports
- Ensuring staff are available before and after school to discuss day-to-day inquiries as and when they arise
- Arranging a range of parent interaction sessions throughout the year to model in-school approaches such as RWI, share learning and experiences in the environment as well as attend showcase events such as performances
- Encouraging parents to contribute to their child's WOW book through comments and photos of out-of-school experiences.

One key way we work alongside parents is with attendance. We recognise that the statutory age for children to attend school is 5 years old. However, it is our expectation that once families have accepted their place at Willenhall Community Primary School, they are adhering to our whole school Attendance Policy.

8. SAFEGUARDING AND WELFARE PROCEDURES

At Willenhall Community Primary School, we recognise that children learn best when they feel safe and secure in their environment and their individual needs are met and positive adult and peer relationships are established. We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2023, in particular:

- A qualified teacher leads the Nursery class

- For 3 years old, we have at least 1 member of staff for every 13 children
- For Reception, we have 1 qualified teacher per 30 pupils
- There is always at least 1 current paediatric first aid (PFA) certificate in the EYFS unit, including trips
- All staff have undergone the Food Hygiene in Education course through the National College
- All staff are aware of and follow the schools Intimate Care policy and procedures in place in EYFS.

We also recognise the importance of ensuring staff are looked after within the school environment. We have an elected Staff Mental Health First Aider. In EYFS, all staff have termly supervision sessions.

The rest of our safeguarding and welfare procedures are outlined in our school's Child Protection and Safeguarding policy.

9. APPENDIX 1

Statutory policies and procedures

- Child protection and safeguarding policy
- Behaviour policy
- Staff Code of Conduct
- Curriculum folder
- Attendance policy
- SEND policy