



WOHL ILFORD JEWISH PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

Signature of Headteacher

Reviewed: March 2024

Next review: March 2026



EARLY YEARS FOUNDATION STAGE POLICY

INTENT

At WIJPS, we work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.

Our curriculum is designed to be creative, inspiring, challenging, memorable and to provide all children with opportunity. Pupils are exposed to a range of experiences that broaden their understanding and equip them with skills needed to be successful learners. We use an indoor and outdoor environment to support their learning. We prepare pupils to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make good progress from their starting points.

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, many of whom have already been a part of our school Nursery. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1. The EYFS is important in its own right and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the EYFS.

Children joining our school have already learnt a great deal. Those that have not joined our Nursery have been to one of a range of settings that exist in our community. The early years education we offer our children 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, content that matches the needs of young children and activity that provides opportunity for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- It encourages pupils to develop an independent approach to accessing learning which is fostered throughout the school

AIMS OF THE EYFS

The curriculum of the EYFS underpins all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional development
- Positive attitudes and dispositions towards their learning
- Social skills
- Attention skills and persistence
- Language and communication
- Literacy- reading and writing

- Mathematics
- Understanding of the world
- Physical development
- Expressive art and design

TEACHING AND LEARNING STYLE

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stages 1 and 2.

The more general features of good practice in our school that relate to the Foundation Stage 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 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 - and immediately after commencing Reception classes – continuously striving to identify ways to improve the induction process.
- 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 Foundation Stage.
- Maintaining close links between Reception years and the rest of the school community providing opportunities for good practice to be shared.

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 provide a personalised programme of learning by taking account of our children's range of life experiences when planning for their learning.

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. Thus, valuing the unique qualities that each child brings to our community.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively developing increasing levels of independence.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

IMPLEMENTATION

We keep parents informed and we meet regularly with parents and carers to ensure pupils' transition into school and through the EYFS is happy and allows them to reach their potential with the support needed.

We have a curriculum that encourages active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning.

All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The pupils will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas in the EYFS curriculum. These seven areas are used to plan children's learning and activities

Daily guided activities are set up and planned that cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice.

We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. 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.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place both indoors and outside.

Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's Learning Journey. We regularly assess where the children are using the Development Matters and then ensure our planning, adult interaction and learning environment support children to reach their next steps.

Staff support transition into Key Stage 1 preparing children for Year 1 with visits to their new class, and meeting the teacher.

The curriculum for the EYFS in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Early Learning Goals are in line with the national expectations. Initially, literacy and numeracy are addressed in a flexible way, but by the end of Reception Year, children have experience of more formal aspects of literacy and numeracy in order to aid transition into Year 1.

Curriculum guidance for the EYFS provides the basis for planning throughout the EYFS. Teachers use the national schemes of work (where appropriate) to support the planning for individual children. Our medium-term planning is completed half-termly and identifies the intended learning, with objectives. There is also weekly and daily planning in order to cater for the varied needs of the group.

IMPACT

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be near national expectations. Our curriculum is designed to ensure that the needs of individuals can be met within the environment of high-quality teaching, supported by targeted interventions when appropriate.

Evidence in children's Learning Journeys and Special Books support all areas of the EYFS curriculum.

Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace.

Summative assessment compares children's attainment to age related expectations using month bands in the Development Matters. This is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND or who are disadvantaged.

Assessment judgements are moderated both in school and externally with local schools. Experienced staff undertake moderator training through the LA which helps validate school judgements.

Regular assessments of children's learning are carried out, and are used to ensure that planning reflects any needs identified. Assessment in the EYFS takes the form of observation, and involves the teacher and other adults working together to formulate agreed judgements.

During the children's first half-term in the Reception class, the teacher assesses the ability of each child using on entry criteria. Results of these assessments are sent for analysis. Assessment analysis outcomes are used to identify patterns of attainment within the cohort of children, informing modification to the teaching programme and individualising learning opportunities. Baseline information is shared with parents at parent consultation meetings in November.

The teacher completes summative assessment at the end of the child's reception year and records each child's attainment level. Outcomes are provided for Year 1 teachers to plan for the following year.

We also assess children against the EYFS.

Parents receive an annual report that offers brief comments on each child's progress within each area of learning. The report focuses on the child's strengths and any developmental needs and provides details of the child's general progress to date. Reports are completed in June and sent to parents in early July each year.

THE ROLE OF PARENTS

We believe all parents have an important role to play in the education of their child. We recognise the role that parents have already played and their future role, to share in the education of their children. We provide this partnership through:

- Discussions with parents prior to their child starting in our school; parents meeting with class teacher.
- Ensuring the children have the opportunity to spend time with their teacher before starting school.
- Inviting all parents to an induction meeting, during the term prior to their child commencing school.
- Offering parents the opportunities for regular meetings to discuss their child's progress during their reception year, eg feedback meeting, after school formal meeting.
- Encouraging parents to talk to their child's teacher when experiencing any concerns. There are formal parents' meetings during the Autumn and Spring terms, providing opportunities for the teacher and parents to discuss the child's progress in a private, non-threatening environment. Parents receive a report on their child's attainment and progress in March and at the end of each school year.
- Recognising the need to provide flexible admission arrangements that enable children and parents time to settle and feel secure, to discuss any worries or uncertainty arising from initial induction into the school.
- Arranging for staggered starting times over the first few weeks of term. Parents are encouraged to stay if they are experiencing any problems with their child's admission.
- Arranging a range of activities that support the involvement of parents. There are regular home links maintained through the child's reading record book, keeping all aspects of communication open.
- Inviting all parents to a meeting to discuss induction, prior to the autumn half term.

RESOURCES

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer as we believe that this encourages independent learning.

Resources have been organised within shared areas to allow access equally by both classes. All resources in class are labelled and carefully stored providing the greatest opportunity for independent learning.

Planning has been supported by the Borough School Improvement Partner and is regularly reviewed during visits and moderation visits with partner schools.

SAFEGUARDING AND WELFARE

We follow the school's Health and Safety, Safeguarding and Child Protection, First Aid & Medicines and Intimate Care policies.

We follow the EYFS statutory framework 2024. We ensure:

- Training is provided for staff where the administration of medicine requires medical or technical knowledge. Parents must give written permission.
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- Classes have a snack and sink area.
- A first aid box is accessible and a record of accidents and injuries is kept.

CHANGING

No child is excluded from participating in our EYFS who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training unless there are medical or other developmental reasons why this may not be appropriate at the time.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

PROCEDURES

- All staff are responsible, where possible, for changing nappies and toileting accidents in their designated class.
- Children's nappies/pull-ups/clothing are to be placed in a central base accessible to adults only.
- Staff put on gloves and aprons before changing starts and the areas are prepared. The area is cleaned with anti-bacterial spray after each change.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, all staff ensure that nappy changing is relaxed and a time to promote independence in young children.
- Children are encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Nappies and pull-ups are disposed of hygienically.