



Early Years Foundation Stage Policy

Safeguarding Statement

West Heath Primary will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. West Heath Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment.

Owner	EYFS Leader
Date of review	November 2018
Date of next review	November 2020
Owner's Signature	

Sir Michael Wilshaw says:-

“Early years provision is only as good as the quality of interaction between adults and children.”

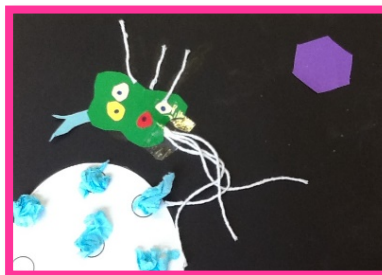
Our Philosophy

The philosophy of our provision at West Heath Primary School underpins a curriculum founded on play; it is supported by a high quality caring environment and provides a broad framework, in order for all children to learn effectively. Children need a relevant curriculum which is well planned, offers purposeful activities both indoors and outdoors and one which is structured in content, to take into account the differing interests, backgrounds and abilities of our children. Allowing opportunities to explore, experiment, plan and make decisions for themselves.

We aim therefore to provide a stimulating, attractive and exciting environment, which offers first hand experiences, opportunities to practice and consolidate developing skills and interests. In addition, we offer time to initiate and develop activities themselves and chances to encounter new challenges.

We believe that learning in the early years is holistic. We therefore consider the total development of the child as an individual: their social, emotional, physical and intellectual needs are given equal importance. We believe that children who are confident in themselves and their own ability have a head-start to learning, we therefore ensure that all our pupils feel included, secure and valued.

Our work has, at its core, the aim of enabling children to develop their emotional, social, cognitive, interpersonal and physical skills, and their desire to explore, discover and be creative.



The Curriculum

Our curriculum for the Foundation Stage reflects the learning aims and objectives set out in the Early Years Foundation Stage Curriculum.

There are seven areas of learning and development, which must shape educational provision in all early years' settings. All areas of learning and development are important and inter-connected and none can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across these areas of learning. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

(DfE 2014: 1.3)

The three Prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

The four Specific Areas:

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

Three Characteristics of Effective Learning (Revised EYFS)

- **Playing and Exploring** – do they investigate and experience things, and 'have a go'?
- **Learning Actively** – do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?
- **Creating and Thinking Critically** – do they have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At West Heath Primary School we strongly believe that children learn best when they are in an environment in which they feel safe and secure. This enables them to feel confident to follow their own interests, try new things, and take risks both physically and emotionally. In addition, it allows them to step outside their comfort zone to reach their full potential, knowing that they are within an emotionally secure environment with adults whom have a good knowledge and understanding of their individuality, supporting and encouraging their personal achievements.



Enabling Environments

In the EYFS classes, the children initiate their own learning and adults join them and support them in their pursuits. In order to support genuine choice we have a workshop style environment setup in classes.

In all areas, the resources are available and accessible to the children at all times, but nothing is set out. The areas are clear, stocked and tidy at the start of the day:- the tables and carpet areas are free of equipment but the resources are available next to these areas.



It is also vital that the areas are well stocked, tidy, clearly labelled or shadowed and arranged to allow optimum access.



The shadowing of resources not only creates independence during tidy up time but also creates independent learning opportunities within the environment, allowing children to explore, shapes, sizes, quantities, values and problem solving.

As the children become confident with their environment and resources, the staff will change and substitute these shadows for more complex challenges, for example word problems or shape names. This will ensure that the children are continuously independently accessing challenge and stimulation from their immediate environment.

Tidy up time should be independently undertaken by the children. Because the children have got the resources out themselves, they know where to return them to. This process should not be rushed as it is a fantastic learning opportunity. Children have to ensure the correct number of pencils are returned to the pots, all of the different shaped bricks are put back correctly and everything is returned to its rightful home. This not only teaches children about taking responsibility for what they use, but also encourages mathematical discussions. For example, we are supposed to have 6 red pencils but we only have 4, how many are missing?

The resources (as well as the areas) are assessed and reviewed constantly with changes made as necessary. If an area or a resource is not engaging children in purposeful play, then we remove it or change it. Likewise if the children are not tidying up a certain area properly or respecting the resources available then the area will be closed down for the rest of the day.



Children have access to both the inside and outside areas across the day; 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.



One of the many benefits of outdoor learning is allowing children to take controlled risks and teaching them to become competent risk assessors. At West Heath Primary School, we strongly believe that children need to learn this essential skill for lifelong learning.

Enabling Environments - Adults

The most valuable resource in any setting is the group of adults. The adults are there to scaffold and extend the children's learning. They do this through observing, interacting and being part of sustained shared thinking.

Adults must seek out the ‘teachable moment’ while the children are engaged, they know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level for each unique child. The children become involved in activities of their choice. The adults observe the children carefully, join them, when appropriate, and engage in quality interactions to move the learning on, they “teach” through modelling, suggesting, providing vocabulary or resources, explaining or encouraging. In this way, if a child encounters a challenge, then they will not give up. Rather they will be supported to persevere, overcome the challenge and move forward in their learning.

The physical environment needs to be well laid out and equipped with high quality, open-ended, varied resources. The adults are key in creating the emotional environment that supports them in this – ensuring that they feel confident and independent, ready to try new things in the knowledge that the adults will help them if necessary, without taking over.

To ensure that the environment is safe an ***internal and external risk assessment should be completed each day*** by a member of the Early Years team. Any issues should be added to the caretaker’s book and signed off once completed.

Children will learn to do what children want to learn to do, so we support them by creating an enabling environment including enabling adults.

“The environment should act as an aquarium which reflects the ideas, ethics, attitudes and cultures of the people who live in it!”

(Loris Malaguzzi)

The Reception Year

Transition – Starting School

When a child sets off for their first day at school, they should be full of positive emotions – excitement, confidence and happiness. This happens if they know exactly where they are going, who will be there, what they will be able to do when they get there and how long they will be staying there. A successful transition means the child settles quickly into school, learning and developing from day one. Practitioners welcome a class of children and these children are settled, confident and ready to learn.



At West Heath Primary school we have an extensive transition programme, that promotes a positive and successful transition for both child and parent/ carer. In the summer term, before the children start school, members of the Reception Team visit the children in their settings e.g. nurseries and childminders. In this way contact is established with key workers and information can be passed on.

Reception teachers also carry out home visits in the summer term. This allows information to be passed on to parents and carers and gives them the opportunity to ask questions and share knowledge or any concerns they have about their children. This also gives each child the security of meeting with staff in a safe, familiar environment.

In addition in the summer term, Reception children have the opportunity to attend a 'stay and play' session at school. They can familiarise themselves with their new setting and build on relationships with the early years practitioners.

September

At the beginning of the school year the new reception class have a prompt start to school and begin full time school immediately, as we have found this enables the children to settle extremely quickly and reduces child and parent anxieties.

For the first four weeks we will be helping the children to settle in, teaching them our school rules and routines and conducting baseline assessments. During this time the children will not be assigned classes so that we can ensure that the children are grouped appropriately.

October/November

Once all children are settled into their new school life we will invite parents and carers in to work with their children in the mornings to support them with reading, writing and maths. These sessions will run from 8.30am – 8.50am.

- Each class will also have a 90 minute PE lesson one afternoon a week.
- Each child will be read with at least once each week by an adult.
- Phonics groups will not start until all set 1 sounds have been taught as a class.
- In phonics the children should be taught to read and write each new sound.
- Circle times are held as and when required to deal with any issues that arise.

Rules & Routines

- Children must tidy up as they go throughout the day.
- Any areas that are not being respected or tidied up will be closed for the remainder of the day.
- Tidy up music to be played before lunch and at the end of the day.
- Reflection music played to indicate to the children when to come to sit on the carpet, at this time an adult also needs to be ready to welcome children.
- Children to read on the carpet every morning and once they have come in from lunch.

- Each child will have their own work folder that they can access throughout the day. Any work that shows progress towards a child's next steps should be added by the child to their folder. All other work should go home with the children.

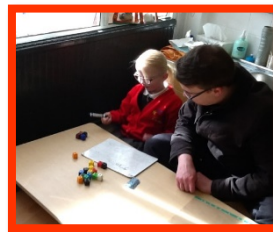
Parents as Partners

At West Heath Primary School we value enormously our relationships with parents and actively encourage this bridge between home and school. We acknowledge the children's experiences at home and appreciate that these are highly significant to their achievement in school.

At West Heath we use an online learning journey to keep parents informed of their child's developments. Once signed up they will receive regular observations of what their children are learning at school and possible next steps so that they can support them further at home. We also encourage parents to add their own observations and photographs from home. This insight into a child's home life is invaluable and can lead the learning that takes place within school.

In addition, all staff are available at the end of each day to establish partnership with our families. Parents and carers are welcomed into the classroom if they wish to talk about anything they feel they wish to share or ask.

Throughout the year parents and carers are also invited to join their children in various learning workshop opportunities, including phonics, maths, WOW days and many more.



At the end of the summer term parents will receive a report outlining their child's attainment by the end of the year as well as a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

Assessments

Baseline assessments begin as soon as we meet our new cohort in their nursery settings or during the home visits in the summer term. These are completed within the first four weeks of the children entering school and the Foundation Stage staff will use their professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning. Children will then be given a 'baseline' assessment and these results are recorded on *Tapestry* (online tracking system). Assessment in the Early Years is based on the adult's knowledge of child development, in line with statutory regulation.

Formative Assessment

Adults in contact with the child on a daily basis observe their development and progress both inside and outside and record this using 'Tapestry'. Written observations, photos and drawings contribute to the summative report. Over time observations are made in different learning contexts and at different times of the day to cover the breadth of learning opportunities.

	Start of the Year	Autumn	Spring	Summer
Falling Behind	Up to 30-50E	Up to 30-50S	Up to 40-60E	Up to 40-60S
Slightly Behind	30-50D / 30-50S	40-60E	40-60D	Emerging ELG
On Track	40-60E	40-60D	40-60S	Expected ELG
Slightly Ahead	40-60D	40-60S	Emerging ELG	Expected ELG
Exceeding	40-60S	Emerging ELG	Expected ELG	Exceeding ELG

E – Emerging D – Developing S - Secure

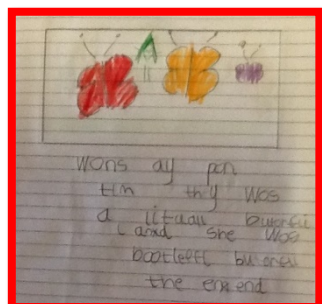
Our aims are to ensure that the starting point for assessment is the child and not a predetermined list of skills. Observations should show what the child can do – significant achievements – not what they can't do.

Each week the teachers will use tapestry to identify any gaps in the children's learning and highlight which areas of learning and which children need to be focused on in the following week. The staff will use this information to ensure the right resources and activities are available.

Reporting at the end of the EYFS

In the summer term a Reception child's Learning Journey is completed. It should provide parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, if they are exceeding expected levels, or not yet reaching expected levels ('emerging').



Transition – Moving On

Transition at the end of the year, reception children meet with their new teachers and spend time with them in their new classrooms prior to starting Year One.

Parents/carers are also invited into school to visit their child's new classroom and meet the teachers.

An overview of the year's expectations are shared with children and parents and any additional information is given.

At the end of the year Reception staff meet with Year 1 teachers and pass on reports and key information about the children moving on.

The autumn term in Year 1 continues to follow the Early Years model of child led learning. Setting up the environment in this way and having a flexible timetable, with continuous provision, enables the children to settle into their new year group quickly and continue to progress in their development.

