

# Winnington Park Primary and Nursery School

## Early Years Foundation Stage Policy



Updated: September 2023

Review date: September 2024

## Our Curriculum Vision

At Winnington Park Community Primary School and Nursery we aim to offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning.

## **CURRICULUM INTENT**

We ensure that children are given opportunities to widen their knowledge and understanding of the world and learn and apply skills which will make them successful learners for life as well as enhancing their spiritual, moral, social and cultural development.

Children will become confident, independent and resilient learners who are willing to take risks. They will have high aspirations and be proud of their achievements. We aim to give everyone the opportunity to fulfil their highest potential, both academically and in respect of their wider interests and talents.

In Early Years our curriculum intent is firmly embedded in the revised statutory framework for the EYFS (September 2021). It is coherently planned and sequenced, using our knowledge of child development and progression of skills to take children on their learning journey with the same ambitions for all children.

## **IMPLEMENTATION**

Our children learn through a creative curriculum, our pedagogy, our environment and the impact of our formative and summative assessment. We endeavour to engage our children and completely immerse them in their learning to become lifelong learners.

Topics start with a 'WOW'-story, artefacts, experience, visit or visitor to inspire learning.

We celebrate and value all subject areas in the EYFS curriculum and provide opportunities to apply and practise key skills in all areas of learning. We have high expectations of achievement, progress, behaviour and presentation. Our children enjoy developing their learning through enhanced projects such as writing and reading weeks or specific curriculum days.

## **IMPACT**

The impact of our curriculum is seen in the attainment and progress of the children, acquisition of knowledge and skills and well-prepared children ready for the next stage of learning and life - happy and engaged.

## Aim

We aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

The following documents should be read in conjunction with this policy: Admissions Policy, Safeguarding & Child Protection Policy, Acceptable Use Policy, SEND, Health and Safety, Equal Opportunities, Behaviour Policy.

We adhere to the Revised EYFS Statutory Framework (September 2021) and the four guiding principles that shape practice within Early Years settings.

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

'The EYFS is a distinct and important phase in education. It places an equal priority on supporting children's social and emotional development, and their learning. The early years are the crucial time for developing children's enjoyment of learning, their engagement and motivation. It's an important time for children develop their ability to persist and show gritty determination.' (Julian Grenier - Working with the Revised Early Years Foundation Stage, Principles into Practice)

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across all areas of learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents
- Work in partnership with other agencies

- Plan high quality challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported and extended by the adult
- Provide a secure and safe learning environment indoors and out
- Support children's development in SMSC & understanding of British Values

### **The EYFS curriculum**

Children develop more rapidly during the first five years of their lives than at any other time. For those working in the early years (whether as a childminder or in a nursery, pre-school, or reception class in school), the EYFS framework outlines what practitioners need to do to support each child.

From September 2021 the Early Years Foundation Stage (EYFS) curriculum has been revised for all settings in England. The EYFS Framework sets out learning and development for children from birth to the end of the reception year. The EYFS has its own stand-alone curriculum for Pre-School and Reception children in primary settings.

**It is a distinct stage, important both in its own right and also in providing the building blocks for each child's future learning.**

In our school there are two Year groups in our Early Years Foundation Stage, Nursery (children can attend from the term following their third birthday) and Reception (children enter school in the Autumn term following their fourth birthday) Both year groups work closely together, following the same theme or topic.

### **Early Years Foundation Stage Framework from September 2021**

"The EYFS sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe." EYFS Statutory Framework

Children will be developing, learning skills, acquiring new knowledge and demonstrating their understanding through seven curriculum areas (*Educational Programmes*) which shape activities and experiences.

The EYFS curriculum is split into ***Prime*** and ***Specific*** areas.

Areas are inter-related and equally important. There is a focus on the Prime areas in Nursery.

The prime areas lay the foundations for children's success in all other areas of learning. The Prime areas are:

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

The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills.

The specific areas are:

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

Each area is underpinned by three Characteristics of Effective Learning:

1. Playing and exploring/engagement
  - Finding out and exploring
  - Playing with what they know
  - Being willing to 'have a go'
2. Active Learning—motivation
  - Being involved and concentrating
  - Keeping trying
  - Enjoying achieving what they set out to do
3. Creating & Thinking Critically
  - Having their own ideas
  - Making links
  - Choosing ways to do things

- Reception Baseline

All children in Reception will complete the national baseline assessment during the first few weeks in September. This comprises a series of short activities to assess skills and knowledge in Literacy and Maths and feeds into our knowledge of children's starting points across the curriculum as we get to know them.

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Planning remains flexible to accommodate circumstances or children's responses. We refer to the revised (September 2021) Development Matters document (Non statutory curriculum guidance for the early years foundation stage) to help inform our approach to our curriculum, putting the educational programmes into practice.

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for the next stage of their learning in Reception. As children move through the early years and into reception, the balance will

shift towards a more equal focus on all the areas of learning (prime and specific) as they grow in confidence and ability.

Children take part in whole group and small group times including daily phonics sessions following Little Wandle Phonics Scheme.

The curriculum is delivered using a play-based approach.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

We create a stimulating environment to encourage children to free flow between inside and out.

### **Observation and Assessment**

As part of our daily practice we observe and assess children's development and learning to inform our future planning. Significant observations of children's achievements are collated in their own personal learning journal and shared with parents. We use an electronic Learning Journal (Tapestry) which is accessible to parents/carers. Observations are used to inform next steps for children's learning. The child's progress is reviewed regularly and shared with parents/carers. Parents/carers are invited to attend Parents evenings and reports are written annually. Parents/carers are invited to discuss the report with the class teacher.

At the **end** of the Reception year, children are benchmarked against the Early Learning Goals for each area of learning. The early learning goals summarise the knowledge, skills and understanding that all children should have gained by the end of the reception year.

Attainment is described as either: **emerging** (working below the expected level) or **expected** (working at the expected level)

**In the revised framework (September 2021) the descriptor 'exceeding' (working above the expected level) has been removed.**

### **Safety**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We promote the good health of the children in our care in numerous ways, including the provision of nutritious snack, following set procedures when children become ill, when accidents occur, the administering of prescribed medicines and following Health plans for children with asthma and other identified conditions. All Early Year's Staff hold a Paediatric First Aid qualification.

### **Safeguarding**

We follow Winnington Park Primary School & Nursery's Safeguarding & Child Protection Policy and procedures and all concerns are reported to the Designated Lead who is also the Early Years Lead. We use CPOMS to record concerns. All staff undertake annual

Basic Awareness updates and refresher training at least every three years. Designated Lead updates Level 3 Safeguarding every two years.

### **Mobile Phones**

Mobile phone use must be in line with Acceptable Use policy.

### **Inclusion**

We value all our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. We use Wellcomm materials to assess and support children's development in speech and language.

We follow the 'No Outsiders' curriculum.

### **Parents as Partners and the Wider context**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings/inviting members of the community (including parents and grandparents) into our setting.

### **Transitions**

Transitions are planned carefully and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and child-minders. Children attend introductory sessions to develop familiarity with the setting and practitioners. In the final term, the respective nursery/reception teacher and reception/Year 1 teacher liaise to discuss the individual children, their needs and analyse the assessment data to inform future planning.

### **Staffing**

Winnington Park Early Years Foundation Stage is staffed by 3 Qualified Teachers and four Teaching Assistants NNEB Level 3//NVQ Level 3.