

## West Cliff Primary School Early Years Foundation Stage Policy

### Aims and Values

Caring, Happy, Inspiring, Achieving

West Cliff Primary School wants:

- Every child to reach his or her full potential in a climate which is fun, stimulating and exciting.
- To be a school where children are safe and happy, have pride in themselves and are valued.
- To be a place where there is mutual care and respect.
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Within this document, the term Early Years Foundation Stage is used to describe children who are in our Nursery and Reception classes.

### **Aim**

At West Cliff 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 learning experiences that enable children to become confident and independent. 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.’**

We adhere to the Statutory Framework of the EYFS 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**

## Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning and the Educational Programmes, using play as the vehicle for 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 and within the wider context
- Plan 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 by the adult
- Provide a secure and safe learning environment indoors and out

## Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All the seven areas of learning and development are important and inter-connected.

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.

These three areas are the **prime** areas:

**Communication and Language**

**Physical Development**

**Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.



The **specific** areas are:

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**

Children are provided with a range of 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. As a team we discuss daily, weekly and termly about the children's interests and needs and set out the provision accordingly.

Natural, intelligent materials and resources form the heart of our provision, allowing our children to build their own individual and group topics and themes in the moment. This coverage of learning is documented through photograph planning and physical and online observations. These plans are reviewed throughout the year by the Headteacher and SLT.

Practitioners working with our youngest children focus strongly on the three prime areas, which are the basis for successful learning in the four specific areas. These three areas of learning reflect the key skills that all children need to develop to learn effectively.

All children have opportunities for whole group and small group sessions which increase as they progress through the EYFS. Times for snack, songs and rhymes, quickly progress to social games, story time, early phonics sessions and early maths sessions. This in turn leads children into more formal teaching including phonics, reading and writing using our Little Wandle programme of study and our mathematics teaching which follows White Rose. Our curriculum is delivered using a play based approach drawing on some set outcomes which may be planned and through our 'In The Moment' planning style.

**"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults."**

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. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. 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 plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents. Within the final term of Reception, we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

## 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 have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. Please see our separate policies and procedures on Health and Safety, Child Protection, Food and Drink; Illness and Injury.

## Inclusion

We value all our children as individuals at West Cliff, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that our children achieve and even exceed the Early Learning Goals. 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.

## 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 and inviting members of the community into our setting.



## Transitions

Transitions are carefully planned for and time 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 childminders. Children attend introductory sessions to Nursery and Reception to develop familiarity with the setting and practitioners. They receive a small booklet containing photos and complete an 'All about me' sheet and have the Summer prior to starting school to make a memory bag to share with their new teacher to help this process. In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(EYFS Coordinator)

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Governor)

Review date: April 2024